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ABSTRACT

This compilation of disciplinary strategies was put together to help Saint Louis (Missouri) Public Schools teachers and administrators explore ways to deal with inappropriate, unacceptable, or disruptive student behavior without using corporal punishment. The district had earlier officially discontinued the use of corporal punishment. The manual's first three sections discuss the issue of corporal punishment, methods of effective classroom management, and the classroom environment's effect on student behavior. Each of the next nine sections describes and discusses a disciplinary strategy and suggests how to implement it. The strategies covered include assertive discipline, detention, use of reinforcement and punishment, behavior contracts, use of support services personnel, parent involvement, the social discipline model, group process techniques, and working with individual students. Section 13 presents a small booklet of pointers on classroom discipline. Suggested readings are provided in section 14, as well as at the end of several of the topical sections. The manual's concluding pages briefly describe the district's Office of Special Student Concerns and tell district personnel how to request its assistance. (RW)

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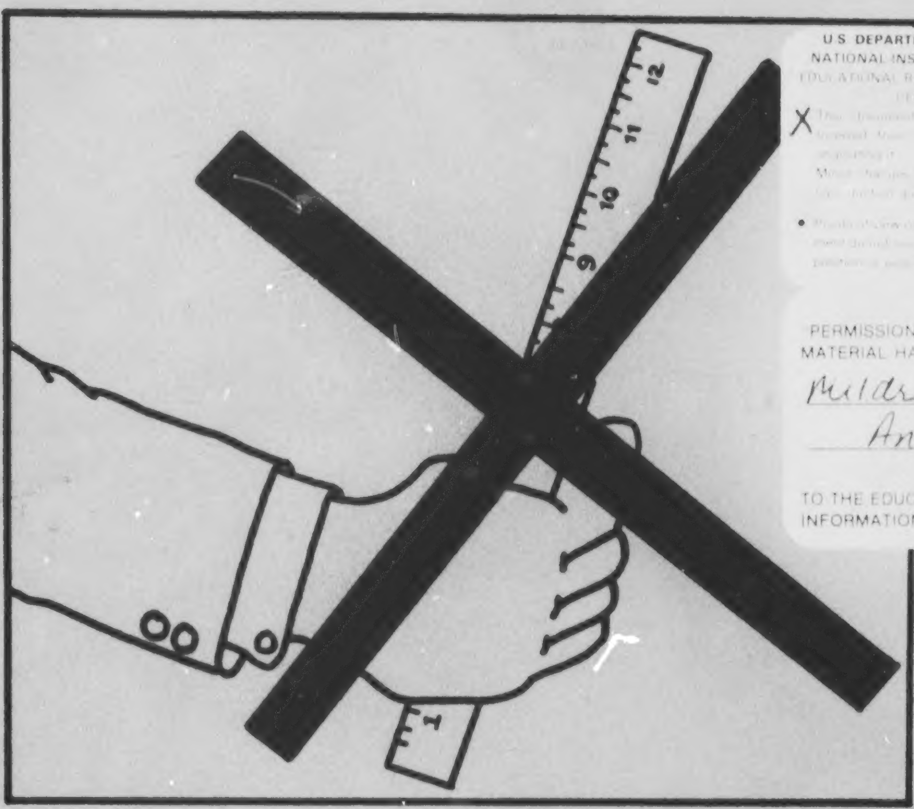

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SPECIAL STUDENT CONCERNS

EA 014 646

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Alternatives to Corporal Punishment

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FOREWORD

This handbook is an expert compilation of disciplinary strategies which school personnel can adapt in dealing with students who exhibit behaviors which are contrary to acceptable standards and disruptive to the educational mission of schools.

The writing of this handbook is an outgrowth of the increasing concern of both teachers and administrators that disciplinary problems have proliferated since the Board of Education abolished corporal punishment in the St. Louis Public Schools. While research provides sound arguments both for and against corporal punishment as a viable option for disciplining students, it must be kept in mind that from all points of view, corporal punishment is considered as only one method of dealing with disciplinary problems. Likewise, there is documented support for a variety of other consequences for students who misbehave.

Classroom control is initially the responsibility of the teacher. However, as is evidenced in this handbook, the principal, support staff, such as social workers, counselors and psychologists, as well as the parents all have a role in helping students correct behavior problems. The strategies presented in this handbook are not end all solutions to discipline problems but rather are ideas for school personnel to explore, and if warranted, adapt for their particular need. Certainly at all times the age, maturity, personal history and type of misbehavior of the student will be the overriding considerations in determining the appropriate disciplinary action to be employed. This handbook will prove an invaluable resource for all who use it as an aid in determining ways to improve the order and discipline in their classrooms and schools.

Ronald Stodghill

ALTERNATIVES TO CORPORAL PUNISHMENT

INTRODUCTION

Corporal punishment has always been a comparatively infrequently used response to infractions of rules and regulations employed by the school personnel in the St. Louis Public School Personnel. However, many persons consider it as one viable option which should remain for use in disciplining students. School personnel who have utilized corporal punishment have given reasons including:

1. To force students to comply with established school rules and regulations.

2. To maintain order so that students can learn more effectively and efficiently.

3. To teach students to behave appropriately and the consequences of inappropriate behavior.

4. To punish students for misbehavior

5. To effectively stop misbehavior.

Recently the use of corporal punishment was officially discontinued in the St. Louis Public School System. When a disciplinary action, considered to be effective by some school personnel has been removed, other options must be offered to fill the void. This Handbook On Alternatives To Corporal Punishment has been developed by the Office of Special Student Concerns to meet this need.

We live in a society with students of diverse backgrounds: Black-White; disadvantaged-advantaged; poor-rich; active-inactive; slow-fast; and with all levels of intellectual abilities, achievement capacities, educational and environmental experiences. With such diverse backgrounds it should be expected that the behaviors and responses of these students relative to the educational setting would also cover a wide range. When such a heterogeneous group of students manifest inadequate and inappropriate school behaviors, it is necessary for school personnel to review various types of remediation processes to determine the best possible strategy for solving the problem.

Teacher's bear the brunt of the responsibility for the management of classrooms and for most of the disciplinary problems. While support services staff (counselors, social workers, psychologist) might offer some level of help, it remains the teacher's responsibility to find most of the solutions. The classroom teacher must call upon both internal and external resources in order to cope with those few students who are determined not to follow school rules and regulations. The Handbook on Alternatives To Corporal Punishment is presented as one of those resources.

The Office of Special Student Concerns cannot offer one formula or one solution to meet the needs of all students for whom corporal punishment had previously been prescribed by school personnel. The same approach used with one student would not be appropriate with another, and would tend to defeat the purpose of an individual plan for each student. Rather an attempt has been made to present several cogent ideas and strategies which can be used with students, on a differential basis, who manifest deviant behavior.

The teacher has to study each child and apply the strategy most suitable. When a teacher attempts one strategy and sees no improvement or witnesses a deterioation of the situation, the teacher must be flexible enough to try something different. The teacher also has to have the courage to seek help from psychologists,facilitators,counselors, social workers and other professionals who are available and knowledgeable. But, by and large, if enough consideration is given to the type of child who is in trouble and who is having difficulty in the educational setting, the correct technique can be found and applied to remediate the problem. This maxim is true because, as all behavior is learned, all behavior can be unlearned. Thus, if we can identify inappropriate school behavior, which a child has learned, we can also identify a means for helping that child unlearn this behavior, and eradicate the difficulty.

School personnel might have available information regarding teacher and/or student effectiveness training,transactional analysis, assertive discipline, behavior modification, effective schools and many of the other well known systems for controlling and modifying student behavior. However, none of these systems will work successfully with all disciplainary problems; nor will all of these techniques work with any one disciplinary problem. Since children are so different, the approach that works with one child will not necessarily work with another child. It is necessary for a teacher who is a good classroom manager to be aware of a wide spectrum of possible types of misbehaviors and an equally wide range of possible responses to such problems.

If a teacher has a wide range of strategies available, he/she will be more likely to respond to classroom disturbance as a professional,with confidence and know how.

Webster's Seventh New Collegiate Dictionary defines professional as "one that engages in a pursuit or activity professionally. The Office of Special Student Concerns defines professional in a more multifaceted manner.

School personnel who are considered to be professionals in their individual areas of expertise, be it teaching, counseling, psychotherapy or administration:

1. have had experience with students both within and without the educational setting.
2. have some level of understanding regarding strategies which can be used in lieu of corporal punishment .
3. are aware of some, if not all, the consequences of employing each of the strategies.
4. will select, in a given situation, the strategy which is most appropriate.
5. will be willing to change strategies if one strategy is found not to work in a given situation.

In dealing with any particular disruptive child the professional would:

1. Gather and review as much information as possible, within as brief a period of time as possible, about the particular child and the specific behavior(s) exhibited, relative to the type of offense perpertrated.

2. The information gathered would be checked against a spectrum of alternative techniques for approaching the student and his/her problems.

3. Study the predicted outcomes of consequences of the approach selected.

4. Select the most congruent approach.

5. Use the approach as a temporary stage of the action.

6. Make a plan for re-evaluating the approach, and try a new plan if it does not work.

This handbook has been developed to provide professionals in the educational setting options regarding the best strategies to use in disciplining students as alternatives to corporal punishment. After studying the strategies included in the Handbook, along with the students who are having difficulty in school, a professional teacher, as well as other school personnel, will be able to select and match the best strategy with the needs of a particular child. The implementation of each strategy requires certain skills which, like all other behaviors, can be learned. The staff of the Office of Special Student Concerns is available to assist school personnel in acquiring those skills which they do not have, and in recognizing and using those skills which they presently have, under varying circumstances.

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SECTION 1

UNDERSTANDING CORPORAL PUNISHMENT

UNDERSTANDING CORPORAL PUNISHMENT

Corporal punishment has been defined as the infliction of bodily pain as a penalty for behavior disapproved by the punisher. Its use in school settings has always been a controversial issue. As a result of the Goss vs. Lopez case, in 1975, the U.S. Supreme Court set national guidelines regarding suspensions and expulsion of children from school.

However, relative to another case, (Ingraham vs. Wright, 1977), the Supreme Court ruled that corporal punishment was essentially a state matter. As a result, each state has laws regarding corporal punishment which differ from the laws in other states. Several states such as New Jersey, Massachusetts, and Hawaii; and numerous cities in the U.S. have outlawed corporal punishment of children in schools and institutions. The state of Maine and Maryland permit corporal punishment.

In Missouri, as in twelve other states, the statues say nothing about corporal punishment. The laws of the other remaining thirty states either permit or endorse the use of corporal punishment in the schools. It is interesting to note that many foreign countries such as Sweden, Israel, Denmark, Austria, France, Italy and Norway have outlawed corporal punishment altogether.

Recently the St. Louis Board of Education eliminated the use of corporal punishment in the St. Louis Public School System. Actually, school personnel had seldom used corporal punishment as a disciplinary measure.

A recent survey of school administrators in the St. Louis Public School System indicated that corporal punishment was never reported as being used in the High Schools. [1] In addition, it was reported that approximately 2% of the elementary school administrators admitted in the survey that they used corporal punishment when needed.

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[1] From a Report on Discipline Problems, Disciplinary Actions and Procedures, and Alternatives to Corporal Punishment, Suspensions, and Adjustment Transfers., produced by the Office of Special Student Concerns, August, 1980.

Those few administrators who did admit that they used corporal punishment justified its use based on the beliefs that:

1. Some children were accustomed to receiving this type of punishment at home, and expected this disciplinary measure to be used at school.

2. Students would obey rules and regulations because of the fear of being spanked, and/or because of the humiliation they would experience.

A review of the literature undertaken by the Office of Special Student Concerns indicated that while a few authorities advocate the use of corporal punishment as a consequence of misbehavior, the vast majority of the professional educators and psychologists were against the use of corporal punishment. (See Suggested Readings at the end of this section).

The unrestrained and undisciplined use of corporal punishment as a means of physical violence or physical abuse was not advocated by any of the authors reviewed.

According to much of the research, corporal punishment tends to work because of the fear it produces in the individual relative to the behavior that was punished. However, under such circumstances the student has learned only the importance of avoiding punishment. He/she has not learned any positive, constructive behaviors. For example, if a child has been spanked for fighting with another child, the spanking will cause the child to stop fighting; but, for the wrong reason, i.e., because he/she is afraid of getting spanked; not because he/she has learned why fighting is an inappropriate school behavior.

School personnel must remember that corporal punishment does not eliminate the child's desire to manifest inappropriate school behavior. Rather, the desire remains, but the student learns not to engage in such behavior when the punisher (teacher, parent, administrator) is around. Thus, students tend to behave appropriately only when they are in danger of getting caught misbehaving.

One purpose of education is to teach appropriate behavior that is controlled internally. An educated person is a self-disciplined individual. Corporal punishment does little, if anything to enhance the growth of this process.

In addition,the over use of corporal punishment tends to increase student worry and anxiety relative to the need to avoid punishment. As a result, little, if any, constructive learning occurs. The student might learn to lie, and cheat and to manifest other negative behaviors in order to avoid getting punished.

As strange as it may seem, corporal punishment can become a reinforcer for some misguided young people. A student quickly learns that while corporal punishment might be painful, is it one way of gaining attention from school personnel. While the teacher might believe that he/she in punishing the student by administering corporal punishment, as a matter of fact, he/she might be reinforcing the behavior by providing undue attention.

Numerous researchers (Sears, et.al. 1957; Eron,et.al. 1957; Welsh, 1976) have found that corporal punishment tends to be related to aggressive behavior.

Welsh discussed the "belt theory" which predicts that parents who habitually "spank" their children with implements capable of inflicting physical damage (sticks, belts, boards, fist, wooden spoons, electric cords, etc.) run a serious risk of lowering the child's aggressive threshold and producing children with a high probability of exhibitibg behavior society commonly labels as delinquent behavior.

Welsh surveyed more than 400 subjects including delinquents and non-delinquents, and found that severe parental punishment was highly correlated with habitual male delinquency. Welsh found that the most violent people in our society had experienced the most violent childhoods; and that parental punishment practices were more inportant than social - economic levels in predicting delinquency.

Welsh applies the "belt theory" to the educational setting, and concludes that school personnel should avoid hitting children, since aggression only begets aggression. He encourages schools to become more humane institutions, rather than permissive. Such humane institutions should include guidance, correction and structure, and a clearly defined value system.

Research (Dinkmeyer and Driekurs, 1963; and Cassell, 1972; Eron, 1971; Reardon and Reynolds, 1975; Marer, 1977; Welsh, 1976; Wise, 1977) indicates that corporal punishment can have other negative side effects such as:

1. The development of undue need on the student's part for revenge and retaliation for having been punished.

2. The development by the student of a poor self-concept as a result of too frequent punishment without the benefit of positive reinforcement for good behavior.

3. The development of the attitude that "might makes right"; and that physical strength tends to be more important in solving problems than mental agility. School personnel should be about the business of modeling behaviors which support the democratic process anf the theory that problems can be solved without resorting to violence.

This handbook on Alternatives To Corporal Punishment has been written in partial response to the elimination of corporal punishment in the St. Louis Public School System. A variety of strategies are provided which should serve as positive alternatives to the more punitive disciplinary measures. The staff of the Office of Special Student Concerns will be available to assist school personnel in implementing such strategies.

Suggested Readings

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17. Welsh, R.S.: *Delinquency, Corporal Punishment, and The Schools In Crime and Delinquency*, July, 1978. 336-354
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19. Wolfgang, C. and C. Glickman, *Solving Discipline Problems*: *Alternative Strategies for Classroom Teachers*. Boston, Mass.: Allyn And Bacon, 1980.

SECTION 2

EFFECTIVE CLASSROOM MANAGEMENT

STRUCTURING INDIVIDUAL CLASSROOMS FOR EFFECTIVE MANAGEMENT OF DISCIPLINE

Good classroom management and discipline depends on good classroom structure and a clear discipline plan. Webster's dictionary defines structure as "something made up of interdependent parts of a definite pattern of organization", "the action of building," "the elements of an entity or the position of such elements in their relationships to each other", and plan as, " foundation, ground plan," "a drawing or diagram drawn on a plane", " a method of carrying out a design", "a method of doing something".

All of these concepts apply to the manner in which the concept of structuring a classroom for effective management of discipline is presented in this section.

This means that the teacher must give much time and consideration to the development of a plan in the beginning of the school year. If such time and effort is spent early; less time and effort will have to be given to remediation processes and disciplinary procedures later.

It also means that the teacher has to be consistent in following the classroom structure and plan after they have been developed. This is necessary if students are to get the very important message that the rules and regulations are developed to be followed, rather than disregarded.

At the same time, the teacher has to be willing to re-evaluate his/her classroom structure and plan periodically; and to be flexible enough to change those portions of the plan which are no longer necessary, and/or which are not working successfully.

In summary, three basic factors are necessary in developing an effective classroom structure and plan:

1. Time and effort expended in developing the plan.
2. Consistency in following the plan and in implementing the classroom structure.
3. Flexibility in the use of the plan when portions become unnecessary or for other reasons need to be discarded.

The classroom plan should be tailored to meet the needs of the particular group of students relative to:

1. age level
2. behavior
3. grade level
4. range of abilities
5. other unique needs

However, all plans should give consideration to the following important issues:

1. Expectations for school behavior.

   The plan should clearly outline what types of behavior are expected of the child on the playground as well as in the classroom, for example:
   1. Work quietly at your desk when doing classroom work or studying.
   2. Raise your hand when you want to speak, or ask a question.

2. State the school rules and regulations in positive rather than negative terms. For example, the two statements written under item 1 should be used rather than:
   1) Do Not speak out in class.
   2) Do Not walk around the classroom

3. Develop the classroom rules and regulations in small group discussions with your students. If this procedure is followed the students will be more likely to "own" the rules, and be more willing to follow the regulations.

Structure - Consistency - Clarity

These are the three watchwords that must be clearly understood if a teacher is to structure his/her classroom for effective management of disciplinary problems.

SECTION 3

ANALYZING THE CLASSROOM ENVIRONMENT

Analyzing The Classroom Environment

As you present your next lesson or assignment in an area in which a particular student has trouble, note the following:

1. Is the subject area one in which the student has always failed?
2. Can the student read at whatever level the material is presented?
3. Is the assignment clear enough so the student knows exactly what is expected?
4. Is the task at a level of difficulty that is challenging but which offers a chance of successful completion for that individual (rather than for the class average).
5. Is the material presented in a manner which seems to interest the student: written, lecture, audio visual, programmed workbook, independent work,group assignments, etc.? And is the material content of interest?
6. Is enough time allowed to get into the assignment and develop an interest, and to complete it satisfactorily?
7. Will the student be graded on an individual basis so that successful completion will get a good grade?
8. Is there a pleasant consequence that you know appeals to the student (possibly chosen by the student) that will follow successful completion of the task?
9. Is there some motivation consequence to at least complete part of the assignment, even if the student cannot complete all of it?
10. Do you give the student another chance to do the assignment correctly and to improve the grade?
11. Do you give more attention to the student when he tries a task than you do when he refuses to try?

Your analysis of the conditions under which tasks are presented to students, and the consequences of students attempting those tasks may point up problems which are "motivational problems," but which also may be sources of some of your worst discipline problems.

For additional analysis along these lines, see: Developing Attitudes Towards Learning by Robert F. Mager, especially pp. 39-48. Published by Fearon Publishers, 6 Davis Drive, Belmont, California 94002.

SECTION 4

ASSERTIVE DISCIPLINE

ASSERTIVE DISCIPLINE: ONE METHOD FOR CONTROLLING CLASSROOM BEHAVIOR

Assertive Discipline is one method for controlling student behavior developed be Lee Canter, A West Coast mental health professional who teaches at California State University; and Fullerton and Pepperdine University. He also heads a consulting company, Lee Canter and Associates, Inc.: P.O. Box 64517 Los Angeles, California.

Assertive Discipline is a dramatic in-depth approach to classroom and school management of discipline. It is designed to provide educators with many of the skills and the confidence necessary to establish a classroom atmosphere conducive to productive education. Research indicates that when teachers develop knowledge of assertive discipline; and when they implement what they have learned, they are better prepared to take charge of classroom behavior problems.

Assertive Discipline is a competency based systematic course of action. The skills and concepts learned from assertive discipline will enable educators to:

1. effectively, deal with student behavior problems in a confident, take charge manner,
2. establish firm, consistent limits for all students,
3. establish a positive educational environment for both the teacher and student.

Assertive Discipline is based on the premises that students can behave when teachers expect them to behave and when they communicate their expectations to them. The only students who cannot behave are those with organic problems, such as epilepsy, brain damage, etc.

Webster's Dictionary defines the verb "assert" as: "To state or affirm positively, assuredly, plainly or strongly." Cantor defines an assertive teacher as: "One who clearly and firmly communicates his/her wants and needs to his/her students, and is prepared to reinforce his/her words with appropriate actions. She responds in a manner which maximizes her potential to get her needs met, but in no way violates the best interest of the students."

According to Canter (Assertive Discipline, 1976):
Assertive Teachers:

1. Respond in a manner which enables them to get their needs met in the classroom, but do not violate the best interest of the students.
2. Clearly and firmly communicate their wants and needs to the students, and are prepared to back their words up with actions.
3. Say what they mean and mean what they say.
4. Take the following stance in the classroom:
    - (a) No child will stop me from teaching for any reason.
    - (b) No child will stop another child from learning for any reason
    - (c) No child will engage in a behavior that is not in his/her best interest or the best interest of others for any reason.
    - (d) They do what works for them.
    - (e) They do what they are comfortable doing.

Non-Assertive Teachers:

1. Do not clearly or firmly communicate their wants and needs to their students, and if they do, they are not prepared to back their words up with action.
2. Do not get their needs met in the classroom.
3. Allow one or more students to disrupt the classroom; and do not know what to do to stop them.

Hostile Teachers:

1. Respond in a manner which enables them to get their own needs met but which violate the best interest of the students.

Assertive Discipline uses the theoretical and practical aspect of Assertion Training. Assertion Training is a systematic approach designed to help people learn how to get their needs met and how to express their wants and feelings, without violating the rights of others. When people learn to use Assertion Training skills effectively they are better able to stand up for their own rights under varying circumstances; and to develop positive influences in interpersonal relationships.

Assertion Training focuses on three general response styles which people might use in dealing with others: Non-assertive, assertive and aggressive. These three response styles may be defined in the following manner:

1. A non-assertive response style is one by which individuals do not clearly express their wants or feelings, nor do they back up their words with the necessary action.
2. An aggresive response style is one which individuals express their personal wants and feelings, but in a way that " puts down" others or abuses the rights, wants and feelings of others.
3. An assertive response style is one by which individuals express their wants and feelings, and back themselves up with positive actions if necessary.

Teachers can learn to use the assertive response style most of the time in dealing with students. If used consistently, this response style will tend to decrease the disciplinary problems in a school setting; and increase appropriate school behaviors.

The teacher must be able to get his/her needs met in the classroom. According to Canter, in order to get such needs met, the teacher must implement the following rights:

1. The right to establish a classroom structure and routine that provides the optimal learning environment in keeping with the teachers' own strengths and weaknesses.
2. The right to determine and request appropriate behavior from the students which meet the teachers' needs and which encourage the positive, social and educational development of the student.
3. The right to ask for help from the parents, the principal, and others when assistance with a student is needed.

The assertive teacher recognizes the fact that students also have rights. Some of these rights include:

1. The right to have a teacher who is in position to, and will help the child limit his inappropriate self-disruptive behavior.
2. The right to have a teacher who is in position to, and will provide the child with positive support for his appropriate behavior.
3. The right to choose how to behave and to know the consequences that will follow his/her behavior.

In order for the teacher to meet these rights of the students, he/she must have influence. Assertive Discipline is one method that the teacher can use to gain influence over what happens in the classroom.

According to Canter, there are some techniques that can work in almost all classrooms. These rules are as follows:

1. The teacher must know at all times what he/she wants the students to do.
    a) The teacher must communicate his/her wants to the students both verbally and visually.
2. The teacher must know how to systematically set limits when the students do not behave properly.
    a) The teacher must understand that consistency is the key to limit setting. A teacher must provide a negative consequence every time a student chooses to behave inappropriately.
3. The teacher must know how to systematically reinforce the appropriate behavior of students. Effective, positive reinforcement of appropriate behavior is the key to assertively dealing with discipline problems.
4. Teachers must follow-up and evaluate his/her classroom discipline plan. In order to so this, the following questions might be asked:
    a) Did the teacher clearly communicate what he/she wanted done in the classroom to the students?
    b) Did the teacher make his/her discipline plan explicit to the students?
    c) Did the teacher provide a negative consequence everytime the student(s) disrupted the classroom procedure?
    d) Did the teacher consistently reinforce the students appropriate behavior?
5. The teacher must know how to elicit the cooperation of the school principal and the student's parents for their discipline efforts. Teachers have a right to expect assistance with discipline problems. In order to get such assistance the teacher should:
    a) Prepare guidelines for working with parents.
    b) Share this information with parents
    c) Prepare guidelines for working with principals.
    d) Share this information with the principals.

The Assertive Discipline Plan designed by the teacher serves as the foundation of his/her discipline efforts. The uniqueness of a particular class setting will suggest many innovative ideas that only the creative assertive teacher can employ. The assertive teacher will employ those techniques with which he/she feels comfortable in implementing.

When utilizing the Assertive Discipline model the teacher includes the following components in establishing an effective discipline plan:

1. Behaviors desired in the educational setting.
2. Limit-setting consequences that will be employed if the rules regarding behavior are followed.
3. Positive consequences that will be employed if the rules are not followed.

Regarding each discipline problem or potential discipline problem the assertive teacher will ask the following questions during the problem-solving planning periods:

1. What behavior(s) do I want the students to eliminate? - or engage in?

2. What limit - setting consequences will be appropriate?
3. What positive consequences would be appropriate?
4. What planning is necessary to implement the limit - setting and/or positive consequences?

The assertive teacher will develop a discipline plan which will cover what he/she will do if the student does not behave. For example the discipline plan might state that if the student breaks a rule, the teacher will, for each infraction:

First: put student's name on the board
Second: one (1) check - fifteen (15) minutes after school
Third: two (2) checks - thirty (30) minutes after school
Fourth: three (3) checks - call parents
Fifth: four (4) checks - remove to principal

The assertive teacher using such a discipline plan will write the names, checks, etc on the board, everytime the student disrupts the class; without necessarily talking or arguing with the student. Rather the assertive teacher will give his/her attention to the student(s) who behave appropriately in the classroom. For example the teacher might state, " I like the way that John is working on his arithmetic."

Behavior Contracts might be used with students who continue to manifest behavior problems. (See section of the Manual on Behavior Contracts). A Behavior Contract might contain:

1. Student's name
2. Date
3. Behavior teacher desires
4. Negative consequences for breaking rule(s)
5. Positive consequences for appropriate behavior
6. Time involvement of contract
7. Signatures of all persons involved:
    a) student
    b) teacher
    c) principal
    d) parent
    e) other(s)

The teacher who continues to have behavior problems even though they believe that they are implementing the Assertive Discipline program are usually not following one or more of the guidelines as outlined. They are probably not:

1. Determining the behaviors that they want to see in their classroom.
2. Setting limits for disruptive students.
3. Utilizing tough enough consequences.
4. Following the directions with positive comments.
5. Praising every student everyday.
6. Utilizing positive notes or classwide reinforcers.

Assertive Discipline: One Method For Controlling Classroom Behaviors

Teachers must determine that they can take charge of their classrooms and that they will not tolerate behavior that impedes teaching and learning. The Assertive Discipline Technique can help the teacher recognize situations in which he/she needs to be assertive, for both him/herself and for the students. It can also help the teacher develop more consistent and effective interpersonal communication skills; more firmness, confidence and consistency in working with the students; and more positive behaviors toward others.

Suggested Readings Re: Assertive Discipline

(1). Canter, Lee and Marlene, Assertive Discipline, Los Angeles, California: Lee Canter and Associates, 1976

(2). Goldstien, Alan and Foa, Edna, Handbook of Behavioral Interventions, New York: John Wiley and Sons, 1980

(3). Phi Delta Kappa, Handbook for Schools With Good Discipline, Ohio State University: 1981

(4). Wayson, William, Self Discipline, Columbus, Ohio: Professional Development Associates, 1980

(5). Wolfgang, Charles and Glickman, Carl, Solving Discipline Problems, Boston: Allyn and Bacon Inc.;1980

GUIDELINES FOR AN EFFECTIVE DISCISPLINE PLAN*

1. Set down some basic general rules of behavior, such as; follow directions; raise hand before speaking, stay in seat; keep hands, feet and objects to yourself; no cursing or teasing.
2. Allow a maximum of five negative consequences for disruptive behavior. Here is a hypothetical plan: The first time the student breaks one of the rules, his or her name is put on the board as a warning. The second time a check mark is put by the name and the student must stay after school for fifteen minutes. The third time, a second check mark is made, which means the student will have to stay thirty minutes after school. The fourth time means forty minutes after school, plus a phone call to the student's parents. The fifth means four check marks and the student is sent to the principal or vice-principal.
3. At the end of the day, all the names and check marks should be erased. Never erase a name or check mark as a reward for good behavior, however.
4. In cases of severe disruption, the student is sent directly to the principal.
5. The principal is always the last consequence in the plan; he or she must approve the teacher's plan before it is put into operation and must be notified if any changes are made in it. In addition, the principal and teacher should decide in advance what will be done with the students that are sent to the principal's office.
6. A copy of the discipline plan should be sent to the parents.
7. The plan applies to all students in the classroom. If after three days or so the plan does not appear to be working with one or more of the students; make the plan stricter.
8. For students who present more severe behavior problems, the teacher should consider other consequnces; such as one of the following:
    1. Send the student to an in-school suspension room. The student is suspended from class and sent to a isolation room where he or she does academic work in silence, monitored by another teacher or an administrator. The student does not participate in recess or lunch; he or she eats alone and is escorted to the rest room. Disruptive behavior in the suspension room earns additional hours of isolation.
    2. Record disruptive behavior. Place a cassette tape recorder next to the student and turn it on if he or she disrupts the class. The tape is then saved to be played at conferences with the parents and the principal.
    3. Send the student to another classroom instead of to the principals office. The disruptive student should be sent to a well-run classroom, at a different grade level, where he or she will spend a half an hour sitting quietly in back of the

class doing academic work. The student takes no part in class activity. If the student is disruptive again, he or she is sent for another thirty minutes to another classroom. (Note: teachers should plan in advance with other teachers if they intend to use this technique.)

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* From " Taking Charge Of Student Behavior"
by Lee Center. National Elementary School Proposals Magazine
June, 1979.

SECTION 5

DETENTION STRATEGIES

DETENTION STRATEGIES AS ALTERNATIVES TO CORPORAL PUNISHMENT

Detention strategies remove the offender from the area of disruption and provide a time for reflection and re-evaluation. It may be enforced at the time of the offense or for subsequent periods thereafter. The restraints it imposes compels the student to face the consequences of his/her actions thereby reinforcing the concept of adherence to school rules. It is a valuable strategy in emphasizing good study techniques and regular school attendance, and appropriate school behaviors.

The following programs are examples of the use of detention strategies to reduce the number of students to whom corporal punishment is administered:

1. The In-School Suspension Room.
2. "Time Out" Space Within A Classroom.
3. "Time Out" Room Within A School.
4. Detention Time After School.
5. Detention Class During Recess Periods.
6. Saturday Work-Study Program.
7. Student "Offices."

I. The In-School Suspension Room

The in-school suspension room can be used, not only as an alternative to suspensions or expulsion from school, but also as an alternative to corporal punishment. The primary functions of such a room is to keep the student in school, continuing his/her education while focusing on techniques for changing inappropriate behaviors. When the student has committed an infraction of rules and regulations serious enough for corporal punishment to be considered, the alternative, if corporal punishment is not administered, is to send the student home for a 1-3 days suspension; or until his/her parents can return him/her to school; or a longer period of suspension might be given. A better suggestion, to avoid both types of the punitive measures, is to assign the student to an in-school suspension room.

The objectives of the in-school suspension rooms are to:

1. Provide an educational setting in which the student can continue to progress in the basic subject areas, while providing remedial aid relative to inappropriate behavior.

2. Provide an educational situation in which the student can learn socially acceptable behavior, and can develop a high level of self-esteem and motivation to learn and achieve.

3. Provide an "alternative school within the school" for the disruptive student, and the potential suspendee, for whom corporal punishment might have been considered.

4. Provide help for students with lesser disciplinary problems, which if not dealt with effectively may eventually grow into major ones.

In establishing an in-school suspension room within a particular school, consideration must be given to the building administrator, and his/her appraisal of the value of the program as a viable alternative to the customary suspension process. The complete support and cooperation of the building administrator is essential if program is to succeed. With the administrators help, the necessary support can be obtained from other school personnel, such as a teacher, social worker, etc.

Further consideration must be given to the room location within the building, class schedule adjustments for students assigned to the program, interpretation of the program to other school personnel, and any deviation from the school's regular routine necessitated by the unique treatment for a relatively small number of students. Here again, the support of the building administrator is essential.

A member of the staff of the Office Of Special Student Concerns would be available to assist an administrator and his/her school personnel develop an in-school suspension program in any given school upon request.

Essential Components of An In-School Suspension Program

A. . Personnel:

The most effective model for developing an in-school suspension room would have the following personnel assigned:

1. The classroom teacher, knowledgeable and experienced relative to teaching the behaviorally disordered and emotionally disturbed student. This teacher would be assigned to the program by the administrator of the school.
2. A teacher aide's assigned to the program by the Administrator of the school.
3. A social worker, assigned by the administrator of the school to work an average of one (1) day per week with the program.
4. One (1) school psychologist, or counselor assigned by the Office of Special Student Concerns to serve as a consultant to the program.

These persons would comprise the assigned staff to work in each in-school suspension room. In addition to the assigned staff, other personnel such as the administrator in charge of guidance, guidance counselors, and classroom teachers would be involved in the program. They would assist in the planning, help develop the referral process, and determine the instructional needs of the students assigned to the class.

B. Criteria For Selection Of Students

The in-school detention room is not intended as a treatment center for the hard-core disciplinary problem case and/or the emotionally disturbed student. Nor is the in-school suspension room intended as a short-term punishment procedure for the student who occasionally does not conform in the educational setting.

In like manner, in-school suspension rooms cannot supplant the suspension or adjustment transfer process where a student's behavior or flagrant disregard for staff authority dictates his removal, either temporarily or permanently from the school setting. However, it can be expected to reduce the number of suspensions for more moderate misbehavior, for which remediation can be expected.

The particular in-house suspension plan, proposed, is intended and designed to focus on the student who frequently exhibits minor behavioral infractons that could, cumulatively, lead to suspension, separation from the school program, or corporal punishment. Examples of such infractions would be:

1. excessive tardiness
2. excessive class - cutting
3. indifference and failure to perform class work
4. acts of disrespct towards school personnel
5. unauthorized smoking
6. excessive school playfulness and classroom disruption
7. petty thefts
8. excessive loitering in corridors or rest rooms
9. irregular school attendance
10. repeated violation of the school's established rules or regulations

At each educational site, the team should determine the meaning of such terms as excessive, petty, irregular for each of the rule infractions cited above. For example, it might be decided that excessive tardiness means 5 or 6 times.

Parental involvement should be stressed, not only during the assignment process, but as an ongoing factor in the program. A complete interpretation of the program and its goals and objectives for each participating student should be accorded to each parent.

In summary the assignment of the student to the program should be preceeded by:

1. communication and discussion among school personnel i.e., teachers, counselors, administrators etc.
2. consultation with program personnel; teacher, psychologist, social worker etc.
3. conferences with parents, guardian, and/or probationary personnel, if, student is under court supervision.
4. team planning towards the student's needs and the measures which could be used to enhance the positive growth and development of the student.

C. Referral Form:

A standard referral form should be developed for use with the program. The form should provide for the listing of all pertinent identification data as well as documentation data of the conferences and planning that occurred during the identification and assignment process. "It is recommended that Student Discipline Referral/Management Forms be used for this purpose."

D. Time Limits:

A student would be assigned no less than one (1) week, and no more than five (5) weeks to the suspension room. Normally a student would remain in the program for one (1) or two (2) weeks. At the end of 1 or 2 weeks the school pyschologist would assemble a team meeting to evaluate the progress of the students who have been in the program. If adequate progress has been made the student would be reassigned to the regular program. In a few cases, the team might decide that the student needs to stay longer than one (1) week. If a student is unable to adjust after a reasonable amount of time, other alternative programs should be considered, such as assignment to the Pruitt Alternative School. Other adjustments, such as suspension from school might have to be considered, after a second assignment to the room has not worked.

One of the consequences of assignment to the in-house suspension program is the lost of social interaction with other students. Participation in extra curricular activities is a privilege that is lost during assignment to the in-house suspension program. Lunch and lavatory breaks should occur at a time when the regular student body is not similarly engaged. Lunch might even be brought to students in the in-house suspension room and lavatory breaks might be taken as a group while supervised by the teacher, administrator or by "a security person."

School personnel, by expending time and effort, can develop many other viable plans for operating an in-house suspension room. The staff of Special Student Concerns can be made available to assist school personnel in this process. The essential point to be remembered is that an educational setting should be provided in which a student could be isolated from his/her peers in response to his/her infraction of school rules and regulations; rather than applying corporal punishment to the student.

II. "Time-Out" Space Within A Classroom

The "time-out" method may be defined as removal from class participation or from the chance to earn positive reinforcement in an educational setting. The teacher should select an appropriate time out area within the classroom. It can be an area of the room that is not frequently used. The teacher could block the student visually from the rest of the room by making an isolation booth out of card board boxes. Other isolation spaces that might be utilized include space in the cloak room, or in the back of the classroom.

The concept of the spaces used should be discussed with the entire classroom in the beginning of the school year. Students should be told that students who misbehave have to go to the time out area to cool off and think about his/her misbehavior. The explanation should be given in a neutral atmosphere rather than at a time when a student is misbehaving or when a teacher is upset.

The teacher should try to be unemotional when he/she tells the student to enter the time out area. If the teacher is angry and upset, the situation might be highly reinforcing to the student.

If the offender is a kindergartener or first grader and does not respond to your command, gently take him/her to the time out area. While student is in the time out space, he/she should be disregarded. Such lack of attention reinforces the criteria "if you misbehave, you can not be a part of the group." Three minutes is long enough in the time out area for the lower grade levels.

The older student should not be physically taken to the time out area. If the student refuses to go or goes to the time out space and makes noise, everyone should ignore him/her. However, the time to be spent in the time out space should be extended until the student has spent the allocated period of time quietly.

If a student becomes violent in the time out space, or speaks out, he/she is ignored. When the student does not enter the time out area, the teacher should have another teacher, a counselor, or the principal come to the room and remove the student from the classroom. Physical removal from the room is a last resort and should only be used if the student is doing something physically dangerous or extremely disruptive to the class. When the student has calmed down, he/she can then return to the classroom. However, the student must do his/her time in the time out area before rejoining the regular class.

When the student rejoins the regular class and is behaving appropriately the appropriate behavior should be reinforced by the teacher. The student must be convinced that when he/she behaves the teacher will notice and praise his/her efforts. This is not as easy as it sounds. Often the teacher remains upset with the student. However, the teacher must resist this feeling. A positive attitude will show the student that once the time-out conditions are met,the slate is wiped clean. If the teacher wants to motivate the student to change the teacher must develop an atmosphere in which the student is convinced that coming out of the time out space is like beginning a new day; and that his/her behavior can be improved without the use of corporal punishment.

III. "Time Out Room" Within The Middle School

A "Time Out Room" is a form of detention to which a student is assigned for one or two periods a day in order to isolate him/her from his/her peers. The proposed program is for Middle School Level.

The student who has misbehaved would not be allowed to attend a class such as gym, music, art or other such enrichment classes. Rather the student would be assigned to the appropriate "Time Out Room." A sixth grade team teacher would be responsible for supervising sixth grade students; and similar, other students in the 7th and 8th grade levels would be supervised by one of their teachers. Teachers would be using one or two of their team planning periods for this supervision. Different team teachers would rotate this assignment through the week so that no teacher would be supervising this "Time Out Room" more than twice a week. Students would be given assignments by the teacher making the referral while in the "Time Out Room." Students might be required to write a letter to their parents explaining the behavior responsible for their assignment to the "Time Out Room." In addition, students would be asked to develop a contract, to which they will be committed, regarding achievement and behavior.

IV. Detention Time After School

A detention class can be established after the school hours for those students who misbehave, as an alternative to corporal punishment. For habitual repeated disciplinary offenses, students are assigned for an appropriate number of days, and hours, as pre-determined by the school Discipline Committee. Assignments are provided to the student by the classroom teacher. It is suggested that the administrator or the assistant administrator serve as coordinator of the program. Other school personnel, parent and support personnel, might volunteer to assist in the program. Time might also be spent in helping the students make commitments to improved behavior. Students should be helped to develop and sign contracts which specify:

1. their goals
2. means of reaching these goals
3. necessary assistance and resources needed in order to reach the goals
4. criteria to be used to determine if the goals are being met
5. consequences for breach of contract

The principal, teachers, parents and counselors also sign the contracts.

Whenever a student is assigned to an after school detention period, the parent of the student is notified and requested to attend a conference with the student. The student's behaviors and educational progress are discussed. In addition, plans are made with the parent to remediate the student's behavior.

V. Detention Class During Recess Periods

Detention classes could be established during the recess and lunch periods for the student who violates school rules and regulations. The student would be assigned to the class rather than administering corporal punishment. The student's time is spent completing assignments and/or attending counseling sessions. Confinement during the student's free time and recess time tends to discourage behavior which would result in the return to the recess detention class.

Teachers assigned to monitor the class during the recess and lunch periods could be relieved of other monitoring duties, such as yard duty, during these periods. Peer counselors and peer tutors could also be used to work with students who are assigned to these detention classes. Students might be asked to make commitments and to develop contracts for the improvement of their behavior. Copies are signed by all involved persons such as the student, parent, teacher, and administrator. Conferences are requested of parents if the student is detained during the recess and lunch periods three or more times in a two week period. Student progress reports are sent to the parents each time a student is detained.

The school counselor might also work with students during the recess detention class time. Counseling sessions could be geared to help students establish career and personal goals; develop self-confidence and self-management skills; positive attitudes towards the school, themselves and others.

VI. The Saturday Work - Study Program

Students who have broken school rules and regulations might be asked to spend two or three hours in a Saturday Work - Study Program rather than receive corporal punishment. Such students would be assigned to work on classroom work submitted by their classroom teachers. Other alternatives could include working with a team of students on school beautification and/or clean up projects; and/or participating in group discussion regarding topics relevant to appropriate school behaviors. Such classes could be facilitated by volunteers, i.e., teachers, parents, and persons from the helping professions and support services.

VII. Student "Offices"

Some students cannot work well for extended periods of time with other students. For such students,for, whom an individual program has been developed, an individual work area can be designated as the student's "office".

The student's desk and chair should be placed in the special area and some means should be found for separating the student from his/her peers. Such arrangements could be made through the use of masonite or cardboard partitions; portable screens, and study carrels.

The important principle to remember is that while the student has been removed from his/her classmates, in order to work successfully; he/she should never feel that he/she has been sent to his/her office for punishment. (Thus this concept differs significantly from the use of "time out" space, and/or a detention room). Rather, the "office" should be viewed as a place where the child can work queitly without being interrupted by others; and/or without interrupting others. When the child recognizes the need to work alone, and elects to go into the "office" without being told to do so, he/she should be provided some type of positive rewards, such as a smile, remark, token, star, etc. When using this concept the student should never feel abused, punished, or that he/she is an outcast. When the student has completed his/her work he/she rejoins the group.

Other positive outcomes of the use of the "office" concept are:

1. The student is physically oriented to individual work assignments when in the "office", and soon learns that this is a place where he/she can, and must work quietly.
2. The arrangement tends to enhance individual instruction and the "one-to-one" pupil-teacher relationship.
3. Visual and auditory stimuli are reduced as necessary for the behaviorally disturbed student.
4. The student learns that positive reinforcements tend to accompany the development of good individual work habits.

The above discription of seven methods which can be used to separate students from their peers when the situation dictates that this be done, are representative of the many ideas which can be implemented to accomplish this task. Through the use of team effort and the Committee on Discipline, school personnel can develop additional creative ideas; and combine and/or delete from the above concepts to plan a program which would meet the unique needs of a particular school or classroom.

The staff of the Office of Special Student Concerns are available to assist the Committee on Discipline in developing and implementing any such programs of detention.

SECTION 6

REINFORCEMENT AND PUNISHMENT

THE USE OF REINFORCEMENT AND PUNISHMENT AS TECHNIQUES FOR EFFECTIVE CLASSROOM DISCIPLINE

Many people think that teachers shouldn't use behavior modification techniques; or methods of reinforcement and punishment to manipulate student behavior. This opinion indicates an inadequate understanding of the principles of behavior. Every interaction that we have involves reinforcement and punishment, whether we are aware of the process that is taking place or not. Reinforcement and punishment cannot be avoided because both are part of the social environment.

Reinforcement may be defined as any stimulus that follows a behavior and causes that behavior to happen more often. When students learn that pleasant consequences follow particular actions, they are more likely to engage in those actions again.

Punishment may be defined as any stimulus that takes place after a behavior occurs in such a manner that the behavior is less likely to occur in the future. Likewise when students learn that unplesant consequences follow particular actions, they are more likely to refrain from those actions.

Occasionally an action which is intended as a reinforcement results in punishment. Also an intended punitive action might result in the reinforcement of an inappropriate behavior. For example: Fred is very shy. He rarely takes part in class discussions. The teacher decides that she wants Fred to participate more often. So, when Fred does contribute to a discussion, she praises him effusively. After two days of this, she notices that Fred has stopped participating in class discussions altogether. The teacher thought that her praise was encouraging Fred to contribute, but her praise was actually working as a punishment for Fred. We know that it was a punisher for him because it reduced his participation in class.

Melanie may have learned that anytime she talks in class the teacher will say something like, "Melanie, quit talking. How many times do I have to remind you?" Later, Melanie begins to talk again and the same thing happens only now the result is even better because the teacher is talking louder. Melanie has discoverd that she can control the teacher. She has discovered that she can get attention anytime she wants it.

A teacher thinks that she is punishing a student when in fact, she is reinforcing the misbehavior by giving the student attention.

In both examples, it is irrelevant whether the teachers thought they were punishing or reinforcing their students. What is relevant is that their methods failed to produce the desired result. It is important to note that what is reinforcing for one individual may be punishing to another. Punishers are identified as such when they reduce the occurrence of the behavior. Reinforcers are identified as such when they cause the behavior to happen more frequently.

The use of techniques which involve reinforcement and punishment can have a powerful influence on students. If teachers use these techniques appropriately they will be able to change a student's behavior. The appropriate use of punishment and reinforcement require ethical behavior on the part of the teacher. The issue is not whether to reinforce or punish. As long as a person teaches, punishment and reinforcement cannot be avoided. The moral issue involves what behavior the teacher will decide to reinforce or punish and how the teacher will go about implementing the process.

Let us examine the three types of reinforcement. Basically there are three categories of reinforcement: social reinforcers; activity reinforcers and tangible reinforcers. A social reinforcer occurs in any interaction between two or more people. The attention a student gets from his teacher is a social reinforcement. Some social reinforcers include:

Shaking hands -
Spaghetti hand shake (shake the student's arm so it wiggles like spaghetti)
Soul hand shake ("Give me five")
Finger shake (Hook one finger with one of the student's)
Group hand shake (conduct it like a team cheer)
Praising a student
Giving a student eye contact
Smiling
Winking
Hugging
Patting a student on the back
Clapping
Whistling
Calling a student's parent with some positive feedback, telling the principal something positive about the student(so that he can hear)
Telling another student something positive about the student (so that the student can hear)

Eating with students
Going out to recess with the students
Going to sport events (or other extracurricular events)
Playing a game with the student
Spending time just talking with the student
Spending time working with the student
Having the principal spend time with the student
Having the counselor spend time with the student

Social reinforcers include the attention that students want and need from the teacher; therefore, this category of reinforcers is one that should be carefully analyzed. Social reinforcers have a tremendous potential for changing student behavior. Social reinforcers are the easiest to implement, the cheapest to use, and the most powerful reinforcer, particularly for the elementary student.

Activity reinforcers can be very effective in the classroom. Activity reinforcers are those activities that students might be allowed to perform as a reward for good behavior. Many jobs and situations that occur everyday can be used as activity reinforcers. Even tasks like washing desks can be used as activity reinforcers if the teacher lets students know that such activities are privileges which only follow appropriate behavior.

A list of activity reinforcers which a teacher might use include:

Getting "free time"
Playing a popular card game such as UNO, rummy, bridge, etc.
Playing with electronic games
Working Puzzles; Rubix cube, etc.
Playing board games
Seeing a popular or fun film, such as Brians Song; Wizzard of Oz, etc.
Listening to records, tapes
Watching T.V.
Playing initiative games
Running errands
Getting extra time in woodshop, home economics class, gym, etc.
Putting up a bulletin board
Running audio visual equipment
Taking care of class pets/plants
Cleaning boards - desks
Tutoring another student

Reading book(s)/Magazine(s)
Passing out paper, supplies, books, etc.
Getting time for a class party

Tangible reinforcers include any physical object that can be given to the student for good behavior. Tangible reinforcers have some draw backs. One draw back is obvious - they cost money. Another draw back is that they may teach students an inappropriate rule about important issues. For example: if a first grade teacher gave the students juice when they worked hard, students will probably expect juice anytime they work hard. This might create a problem for teachers who do not provide juice as reinforcers for appropriate classroom work. If food is used as a reinforcer it should be provided on a variable schedule rather than each time the student demonstrates appropriate behavior.

Tangible reinforcers should be used cautiously. They should be used for students who cannot be motivated by any other means. In addition, tangible reinforcers should always be paired with praise. By pairing the tangible reinforcer with praise, the praise eventually takes on reinforcing qualities. When praise becomes a reinforcer, the teacher may begin to switch from tangible reinforcer to social reinforcer.

Examples of tangible reinforcers are listed in the two categories below:

Food, such as:
apples
popcorn
milk
candy
gum
Other tangible reinforcers:
paper back books
puzzles
playing cards
pencils, erasers - paper
note book folders
plants
A note of praise to take home
A note of praise to take to the principal

There are two basic ways which reinforcement can be used by the classroom teacher to change behavior. The first is to use reinforcement in his/her daily interactions with students, providing them with feedback about behavior. The second way to use reinforcement is to set-up a preplanned structured reinforcement system. Structured systems should be set up for behaviors that the teacher has been unable to change by using reinforcements in daily interaction. A brief description of each method for reinforcing appropriate behavior will be given. However, a more detailed explaination can be found in such books as the Solution Book by Randall Sprick.

Reinforcement Through Spontaneous Daily Interactions

An excellent classroom management technique which teachers can use is to reinforce those students who are behaving appropriately and doing what is expected of them. The purpose and intention of this process is for students to realize that they can no longer get the teacher's attention (criticism, punishment) by misbehaving.

If the teacher is concerned regarding the student's misbehavior, he/she should find a student who is behaving appropriately. The teacher should calmly thank the student for what he/she is doing, and ignore the student who is misbehaving, if it is possible. If the misbehavior is so disruptive that it cannot be ignored, then the teacher should calmly reprimand the student for misbehaving and institute the consequences for such misbehavior. Praise students who are behaving appropriately, rather than in response, or following another student's misbehavior. If you praise one student only, after the misbehavior of another student, even low performing students will learn that the reason the teacher is praising John for working is because Mary is not working.

Each time a misbehavior occurs, praise a different student who is performing as he/she should perform. Each student should see that the teacher notices his/her good behavior. Systematically ignore the student who is misbehaving for the purpose of gaining attention from others. The teacher should not give such misbehaving students attention. Remember ignoring negative behavior is effective only when the negative behavior is done for the purpose of getting attention. If a student is misbehaving for the attention of the teacher and/or other students then both teacher and the students must learn to ignore the negative behavior.

When a misbehaving student begins to behave appropriately, reinforce that behavior. When teachers enforce the procedures described above, misbehaving students will likely improve their behavior. They must understand that they are ignored for misbehaving but received the teacher's attention when their behavior improved. Teacher's praise can sometimes be perceived by students as criticism. The following comment fails to praise good behavior because it focuses on misbehavior. "I'm glad you're working now that *you're through with your tantrum* " To avoid this situation, the teacher must be sure that the praise given to students is sincere.

When you praise a student for *beginning* to behave appropriately do not use the word *now*. The word *now* implies that the teacher is upset about previous student behaviors. Praise the student by describing what the student is doing that is appropriate in terms that he/she can clearly understand. The teacher should praise the student not only after he/she has begun to behave appropriately, but also several other times. Try to catch the student doing something at least three times and express approval, to let the student know that he/she can behave appropriately, and that you appreciate such behavior.

Provide fun activities for the entire class when the class as a whole has done a particularly nice job, let the entire class enjoy a special activity. This type of group reinforcer can be very powerful but should not occur more than twice a week. When the teacher allows the students to participate in a special activity, they should be clearly told that it is a result of appropriate behavior.

For example, the teacher might say, " For the last two days you have all gotten your work in on time and the quality of your work has been excellent. I am so pleased with the work I have planned a popcorn party. Thank you for your efforts." Or, "Today, I checked the spelling papers, nobody made an error. Fantastic, let's take five minutes of free time."

Provide fun activities for a student who has improved in behavior or in academic performances. The only precaution about using this type of reinforcer is remembering not to slight anyone. Each student in the class should periodically receive reinforcement. When the teacher provides selected students with a special activity they should clearly explain the reason(s) why this has been done.

SETTING UP A STRUCTURED REINFORCEMENT SYSTEM

If the use of spontaneous reinforcement has not been effective, the teacher probably needs to set up a structured reinforcement system. (It may also be necessary to set up a punishment system). Five steps must be followed in setting up a reinforcement system. Following each of these steps is important as behavior improves, it will become necessary for the teacher to modify his/her plan.

Step 1. Define the Borderline for Acceptable and Unacceptable Behavior.

For example: if the teacher is concerned about name calling, he/she should decide exactly what name calling is, and establish a borderline between what is name calling and what is not. The unacceptability of some names will be easy to determine. For example, names that demean a person's race, physical appearance, or stature, fall into this category. Other types of names may not be as easily judged. For instance, names that are not particularly derogatory or hostile may give some difficulty. Nicknames, too may be difficult to categorize as acceptable or unacceptable. A decision should be made with students regarding the seriousness of name calling; and to explain to students exactly what is meant by name calling.

Step 2. Choose a Reinforcer.

The value of the reinforcer should be related to the magnitude of the behavioral change. The student must see that it is worth while to change. The teacher may want to choose a reinforcer from the list of standard reinforcers or the teacher might talk to the student to get an idea of what types of things would be reinforcing to him/her. The teacher can never be sure that a reinforcer has been identified until it is tried as a consequence for the behavior of the student, and it is found that the student is motivated to work for it.

Step 3. Decide How Much The Student Must Do To Earn Reinforcement.

If the teacher is expecting a major behavioral change, he/she should require only a small amount of the new or desired behavior before the behavior is reinforced. If the teacher is expecting a minor change in behavior, he/she should require a larger amount of the behavior before the behavior is reinforced. The student must realize that with a little bit of effort, reinforcement will be provided.

Step 4. Decide How Soon Reinforcement Must Follow The Behavior.

If a big change is expected, the reinforcement must immediately follow the behavior. If a small change is expected, the reinforcement can be delayed. The student must learn that positive behavior leads to reinforcement.

Step 5. Decide Whether To Reinforce Continuosly or Intermittently.

If the change in behavior expected is major, the student should be reinforced everytime the behavior occurs. Continuous reinforcement is the best way to encourage a new behavior. If the desired behavior occurs frequently, intermittent reinforcement will be enough to ensure that the behavior continues.

Changing one's behavior is not easy. So, the greater the magnitude of the behavioral change, the more carefully you should plan the five steps.

How To Modify A System When A Behavior Improves.

Modification 1. Require more of the desired behavior for the same amount of reinforcement.

Modification 2. When the behavior has reached the level of success deemed appropriate, reinforce less, and reinforce less immediately.

Modification 3. When delayed reinforcement has been successful at maintaining the desired behavior, begin to modify the reinforcement.

Modofication 4. When the behavior has been successfully maintained with the less powerful reinforcer, switch from the continuous reinforcer to an intermittent reinforcer.

Some final considerations in the use of reinforcements

There is nothing that can destroy the potential value of reinforcement faster than reinforcing students who have not put forth effort. The only way that students will value your praise or any other reinforcement will be if the reinforcement follows behavior that requires some effort from the student.

Another consideration is that each student receive individual reinforcement and positive interactions from the teacher. If there is a student who is not receiving reinforcement and positive feedback, something is wrong; and the teacher should carefully observe the student to determine when reinforcement is appropriate.

Finally the more misbehavior the student displays, the greater the need for effective reinforcement. If there is a lot of misbehavior manifested by students, the teacher might consider the fact that they are attempting to express their need for attention. The teacher should provide attention for behaviors that are appropriate and which please the teacher.

Effective Punishment

There are times that punishment is necessary and appropriate in the classroom. However, punishment should not be over used, should not be misused, and should not be used without a concurrent program of positive reinforcement.

Punishment can be a very powerful tool if used effectively. Punishment is only a temporary solution. Misbehavior tends to occur as soon as the threat of punishment is removed. Punishment is further limited in its effectiveness because, it cannot teach new behaviors.

Guidelines For The Effective Use of Punishment.

Guideline 1. Punishment Must Change Behavior.

The student behavior must be monitored by the teacher to determine whether punishment is reducing the frequency of the misbehavior. If it is not, then the strategy used is not punishing. However, punishers can work. Therefore, if the strategy has not modified the behavior the teacher should try other strategies until one is found that does work.

Guideline 2. Punishers Should Never Be Used Without A Concurrent Plan For Reinforcing Appropriate Behavior.

Punishers do not teach a student to behave, only to avoid punishment. To teach a student appropriate behaviors, punishment strategies must have a positive dimension to them. For example, Shelly often talks back to her teacher. The teacher has decided that she will punish Shelly by having her "owe time." Every time Shelly "talks Back," she loses a minute of her recess.

If this is the teachers total plan, it will probably fail. The plan does not have a motivating aspect, from Shelly's point of view. If Shelly is 100 percent successful, she does not owe time; but this means that only her best efforts can only result in not getting punished. Something more is needed to motivate Shelly to succeed. This plan could be improved simply by adding a motivating dimension to it, i.e., for each day Shelly does not have any "talk backs," she will get to help the teacher erase the boards, and/or do something else that Shelly perceives as a reinforcer.

Guideline 3. Punishing Procedures Should Always Be Implemented Calmly.

The goal of punishment is to teach the individual who misbehaves that there is a consequence for misbehavior. The student must understand that the punishing procedure has nothing to do with the teacher's personal feelings. If the teacher is emotional while implementing the punisher, the student may think that the teacher is punishing him/her because he/she is angry or because he/she does not like the student. Thus, the student might develop the belief that the punishment is not a result of his/her misbehavior-but rather the result of the teacher having a bad day, or because the teacher is unfair.

Another reason that punishing procedures should be implemented calmly is that the student may find the teacher's anger reinforcing. If the student knows that the teacher will get angry or yell, he/she might decide that its worth losing some time from recess in order to see the teacher get upset.

Punishing a student unemotionally will draw attention away from the teacher's behavior and concentrate it on the student's behavior, where it belongs.

Guideline 4. Punishing Procedures Should Be Used Discriminately.

Punishing students takes time. The more time spent punishing students, the less time there is left for teaching. So, resolve to punish only a few, carefully chosen behaviors.

Guideline 5. Once You Have Chosen Which Behaviors You Will Punish, Punish Them Consistently.

If talking back to a teacher is one of the behaviors you decide to punish, the teacher should punish the behavior each time it occurs. Punishment will only be effective if it is absolutely consistent. The students must see a pattern; i.e.

If we do X, we get punished. If instead they perceive the teacher as inconsistent in meting out punishment, they may misbehave just to find out what the teacher will do, or, the student might behave in any way they want since the punishment seems arbitrary and unfair

Punishment Strategies:

A. "Time Out" can be a very effective technique. Essentially, time out is removal from class participation or from a chance to earn positive reinforcement. Time out says to the student "if you misbehave, you cannot be a part of the group." To use time out effectively, the teacher should follow the procedures below:

1. List the behaviors that are punishable by time out.
2. Establish a time-out area.
3. Explain "time-out" and the "time out" area to the class.
4. Always be absolutely unemotional when assigning the offender to enter the time-out area.
5. If the offender is a kindergartener or first grader and does not respond to the teacher's command, gently take him/her to the time-out area.
6. The older students in second through sixth grade should not be physically taken to the time-out area.
7. If the student in question is potentially violent, develop a contingency plan.
8. As soon as the student enters the time-out zone, begin to keep track of the time.
9. When the time is over, have the student join the rest of the class.
10. If the student continues to behave appropriately, praise him/her.
11. Before implementing time-out visualize the entire process.

B. Detention is another punishment strategy that can be very effective. Detention can be used in two types of situations. It may be used for behaviors that occur frequently within a day's time such as talking out of turn, name calling, and talking back to the teacher; and for misbehavior that extends over a period of days or weeks, such as tardiness to class, class cutting, or not being prepared for class.

For an effective detention program the following procedures should be followed:

1. Define the behavior. Say, for example, you're concerned about tardiness to class. Decide just exactly what is meant by tardiness to class. Will a student be tardy if he enters the room as the bell is ringing? Must he/she be in his/her seat?

Is there a difference between detained and tardy? What will be done if the student is detained but does not have a note? These questions and similar questions must be answered so everyone knows which behavior is punishable.

2. Establish the number of misbehaviors that can occur before a detention period is assigned.

3. Establish how the detentions will be recorded and how the student will be informed.

4. Establish how and when the detention periods can be served.

5. Discuss "the detention periods" and the behaviors that will result in students being assigned a detention period.

6. Decide what to do if a student does not behave appropriately during a detention period.

C. "In-house Suspension" can be an effective punishment, especially for the more serious and chronic types of misbehaviors. Also it is a practical and realistic alternative to short term suspensions or adjustment transfers. This technique removes the student from the regular school setting and prohibits the student from participation in any extracurriculum events. An effective in-house suspension program requires an expected effort on the part of teachers and administrators since meaningful instruction is supposed to continue during the student's removal from the regular school setting. The following procedures should be used for an effective In-house suspension program.

1. Students should be assigned to the in-house suspension program immediately following an infraction of a rule or regulation.

2. Define the behavior. Clearly state what serious misbehaviors will result in immediate assignment to the In-house suspension program.

3. Establish limits for repeated misbehaviors that would result in an assignment to the In-house suspension program.

4. Plan for immediate assignment to the In-house suspension program. The In-house suspension program should be on-going. Student should be able to enter or exit from this program on any day of the week.

5. Equip the teacher in charge with resources so that no "dead time" exists when the student enters. The student should be kept working on classroom assignments for the entire time he is in the program.

6. Develop a communication system between the teacher in charge and the regular school staff; so that assignments are supplied for the student. These assignments should approximate the regular class work. It is important that extra effort be given in writing the directions for both the student and the teacher in charge of the program. The regular classroom teacher should examine the work of any student and hold the student accountable for this work.

7. One teacher should be in charge of this program. This will insure a consistent and uniform method of operation. However, one teacher can not adequately handle all the duties of this program. It is suggested that teachers from the different content areas be rotated in to give instruction and individual help. A counselor, school psychologist, or a social worker should be available for counseling in order to prepare the student to re-enter the regular school setting. Student workers might help by running errands for the teacher in charge, i.e., obtaining tests or new assignments for student in the program.

8. Establish rules and methods of operation for students assigned to the program. It is advisable that this information be given to the student in contract form which can be signed by the student. Consequences for not following the contract must be clearly explained and enforced with consistency.

A routine of eating lunch and lavatory breaks should be established so that the isolation from the regular school population is maintained. Lunch may be brought into the rooms or the students may eat lunch before or after the regular lunch time. Under no circumstances should students be allowed to participate in any of the regular school activities.

Only after the students have fullfilled all the obligations of the In-house suspension program, should students be allowed to return to the regular school setting.

SECTION 7

THE BEHAVIOR CONTRACT

THE BEHAVIOR CONTRACT

The behavior contract is a useful technique which can be implemented by school personnel to control and improve the behavior of students. The theoretical foundation underlying the behavior contract includes the concept that the students' behavior tends to improve if:

1. the desired behavior is clearly articulated
2. the desired change in behavior is specified
3. the student and teacher/administrator discuss and come to a consensus regarding what can be done to improve inappropriate and unacceptable school behavior.
4. the teacher/ administrator/ other school personnel and student decide as they communicate, what each person will have to give away and/or give up of what the other person desires if he/she is to gain his/her goal(s).

A contract may be defined as a binding agreement between two or more persons or parties, either in writing or orally, which provides the terms and conditions of behavior for all parties involved relative to a particular issue.

In developing a contract it should be clearly understood that each of the parties involved desires something or some type of behavior from the other person involved. Therefore, it is necessary to effectively communicate with one another, and to negotiate an agreement. As they communicate, each person finds that he/she has to agree to give away something or give up some type of behavior in order to get his/her own needs met.

In this educational process all persons involved tend to gain something; i,e. the situation becomes a win - win situation. In the process of developing an agreement as to what individuals in conflict need, avenues of effective communication are opened. Group conflict can often be more effectively handled through the identification of group goals; and through the negotiation around areas of common concern to all.

The behavior contract is one method of specifying reinforcement contingencies before the behavior occurs so that the student can develop realistic expectations. Thus, the student will not only have specific indications of the desired behavior to be achieved; but in addition will be aware of the specific reinforcements which will follow the desired behavior. Thus the behavior contract becomes an action plan in which the student is given specific things to do, while at the same time being apprised of the consequences of his/her conformity or non-conformity to the agreement.

As stated earlier a behavior contract can be either written or oral. An oral or verbal contract should only be used when there is little or no chance that the conditions of the contract will be misunderstood. In counseling students with behavior difficulties it is usually better to use a written behavior contract. The written contract is best because:

1. There is less chance of misunderstanding regarding the contract conditions.
2. When the student has to sign his/her signature there is an added impact which tends to increase the probability that improvement in behavior will occur.

Effective oral contracts include:

1. A clear definition of the behavior regarding which a change is desired.
2. A plan, mutually agreed upon, for bringing about a change in behavior.
3. Methods of reinforcing the desired behavior.
4. Awareness of behavior change which should be reinforced.

Effective written contracts include:

*1. Clear expectations, described carefully and completely.

   Ex. "Loose 10 pounds and then you will be allowed to go to the disco dance."

2. Specification of performance. Clearly define how much performance or behavior change is expected and what kind of pay-off can be expected. The terms of the contract on both sides of the agreement should be relatively equal.

   Ex. "If you make an average grade of B for the first marking period, you may go on the camping trip."

3. Setting of reachable goal(s). The contract must be reasonable and feasible. The failure of many contracts is the direct result of impossible terms.

   Ex. "If your grade improves from an F to a D, we will attend a restaurant of your choice at the end of the marking period."

4. Permission for re-negotiation. As the persons involved begin to experience the effects of the agreement, re-negotiation should be undertaken if necessary. Periodic re-evaluation of his/her terms of the contract should be provided. Such re-negotiation tends to prevent resentment on the part of the students, school personnel and the parents.

5. Establishment of a system of rewards. The contract should read, "If you accomplish/do ______________ you will be rewarded with ________________."

6. Accenting the positive behavior. Both the desired behavior of the client and the pay-off that the client is to receive should be stated in positive terms.

   Ex. " If you sit in your seat for 15 minutes, you may read a book of your choice."

   A positive approach encourages a more favorable attitude toward the contract.

7. Assessing the outcomes. A contract may be concluded with a mutual feeling of satisfaction and an assessment of the total contractual agreement so that the contract provides reinforcement resulting from the feeling of success and offers hope for use in furthur difficulties.

   (Dinoff and Rickard, 1969)

*All contracts should be negotiable. The steps of the negotiation process are as follows:

1. Both parties approach the negotiation process as equals. Minimally, the client feels that he can take a position and feels free to make choices.
2. A mutual signal opens negotiations. This signal may by implicit, but both parties must be aware that the negotiation process is occurring.
3. Both parties must take clear, unambiguous positions. Complete agreement is not expected but the task of each party is to propose his ideas clearly so that the other person can understand them and react to them. This also helps to establish the equality of each party.
4. Focus on the areas of agreement by both parties. Disagreement implies or feels like rejection. By working from areas of agreement, the counseling relationship is strengthened and the chances of finding other areas of agreement are increased.
5. Negotiation continues; proposing; accepting and rejecting contract terms until the actual behavior contract is achieved.

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*Taken from: Action Counseling for Behavior Change
By Richard Dustin and Rickey George
Intext Educational Publishers, New York, 1973.

EXAMPLE OF BEHAVIORAL CONTRACT

First party (student,child) agrees to: ______________________________

____.

Second party (teacher, counselor, administrator) agrees to: ____________

____

Both parties agree to the following conditions:

1. ____

2. ____

3. ____

4. ____

Signed: ______________________________
(student)

Signed: ______________________________
(teacher)

(optional) Signed: ______________________________
(witness)

Date: ________________

EXAMPLE OF CONTRACT RELATING TO ACADEMIC PERFORMANCE AND ACHIEVEMENT

Names of persons involved in contract:

1.
2.
3.
4.

Reason for contract:

I, ________________________________, agree to complete (or perform) the
(Child's name)

following learning activities, or tasks according to the following (write the performance criteria).

As a result, I will receive the following (list the reinforcements).

Learning activities or tasks:

List the activity or sequence of activities to be performed in order to receive the reward. Be as specific as possible.

Requirements:

List the performance criteria, noting the % correct, or any other specific requirement. Note time period involved, number to be completed, etc.

Reward:

State the grade, number to be completed; stars, toys, or other rewards provided upon satisfactory completion of the task(s).

Student's Signature	Teacher's Signature
Date	Date

(Use reverse side of paper if necessary)

OUTLINE

CONTRACT TO CHANGE A SOCIAL BEHAVIOR

Names of persons involved in contract

1.
3.
2.
4.

Reason for contract:

________________________ and ________________________ agree to the
(child's name) (teacher/other name)

following contract:

If ________________________ performs the following agreed upon
(child's name)

positive behavior(s), ________________________ will provide the
(teacher's name or other)

reinforcements listed below.

Positive behavior(s)

(List in as specific terms as possible the behavior to be performed. Specify the time, place and frequency of performance required of the child. How and when observations and evaluations are to be made should also be given in this section).

Reward:

The reinforcements which will be used by the adult contingent upon the child's correct performance should be listed in this section in precise terms. Times, place, frequency and quanity relating to satisfactory performance should be specified.

(Use reverse side of paper if necessary).

CONTRACT

TASK

Who: ______________________

What: ______________________

When: ______________________

How Well: ______________________

____

____

REWARD

Who: ______________________

What: ______________________

When: ______________________

How Much: ______________________

____

____

Sign Here: ______________________ Date: __________

Sign Here: ______________________ Date: __________

TASK RECORD

Some Typical Social Reinforcers that Can Be Delivered Immediately to Children and Adults

Children

Nod
Smile
Pat on shoulder, head, knee
Wink
Signal or gesture to signify approval
Touch cheek
Fulfill requests
Tickle
Give assistance

SAY

Yes
Good
Fine
Very Good
Very Fine
Excellent
Marvelous
At-a-boy
Good boy (girl)
Right
Correct
Wonderful
I like the way you do that
I'm pleased with (proud of) you
That's good
Wow
Oh boy
Very nice
Good work
Great going
Good for you
That's the way
Much better
O.K.
You're doing better
That't perfect
That's another one you got right
You're doing very well
Look how well he (she) did
Watch what he (she) did. Do it again

Young adults and adults

Nod
Smile
Laugh (with, not at)
Wink
Signal or gesture approval
Orient glance directly towards his face
Give assistance when requested
Comment positively on appearance
Pat on the back
Ask individual to discuss something before group
Ask individual about items of interest to him
Ask him to demonstrate something

SAY

Very good
O.K.
Beautiful
Good for you
____________________ is excellent
Yeah
I agree
Good idea
Fine
What A clever idea
You are really creative, innovative and so on
See how you're improving
That looks better than last time
Keep up the good work
You've apparently got the idea
Little by little we're getting there
See how ________________ has improved
You're really becoming an expert at this
Do you see what an effective job ________________ has done
You are very patient
I admire your persistence, courage, idealism, enthusiasm, dedication, and so on

SECTION 8

SUPPORT SERVICES PERSONNEL

Utilization Of Support Services Personnel As An Alternative To Corporal Punishment

Support services personnel include those professionals who assist teachers and administrators in working with students. Such personnel include psychologists, social workers, counselors, nurses, security guards and others who enhance the growth and development of students.

Suport services personnel might be assigned to the school and spend 100% of their time in one particular educational setting. Other staff persons might be assigned to several schools, and spend only a small percentage of their time in any particular school. Regardless of the amount of time allocated, the support services staff person can be extremely helpful to school personnel in developing alternatives which would eliminate the need for the administration of corporal punishment.

The best way to effectively and efficiently utilize the time allocated to support services staff as it is spent in a particular school setting is through the use of the team process.

The team would consist of any school person who has contact with the child; including such people as the school bus driver, cafeteria worker(s), teacher aides, counselors, social workers and administrator. The parent and child should also be included as participants in the team process. The team could meet on a formal or informal basis; and during regular school meetings or during preparation periods. The ideal size of the group would range from four to twelve people.

The team process would require that all persons significantly involved with a particular student who is having difficulty in the school setting would meet and discuss and develop the best educational plan for the student. The team process is a structual process, whereby school personnel meet and formulate an individualized plan for responding to and assisting a "misbehaving" or "difficult" student to become a more socialized person; and a contributing part of the school and classroom.

The team process could utilize a clear, orderly problem solving process such as the six steps for problem solving described in the Thomas Gordon model of Teacher Effectiveness Training. This material is based on John Dewey's scientific problem-solving steps which include:

1. defining the problem
2. generating a possible solution
3. evaluating the solutions submitted
4. deciding on a solution
5. implementation
6. evaluating the solution as implemented.

The function of the team becomes that of integrating all information and of developing the best methods for solving the problems experienced by the students.

An example of the team process has been provided for use by school personnel. If followed it will decrease the possibility of the process deteriorating into an aimless meeting in which nothing is resolved, few if any actions are taken and little is accomplished.

The following steps and procedures have been adopted from Solving Discipline Problems; Strategies For Classroom Teachers by Charles H. Wolfgang and Carl D. Glickman.

TEAM AGENDA STEPS AND PROCEDURES

It is helpful at the beginning of a team meeting to appoint a "timekeeper" and/or a secretary who will announce each step and goal and will identify those who contribute. This person will serve as a monitor to channel the discussion to conform to the stated goals.

STEP 1: Statement of The Problem--Overview Of The Student's Behavior.

Purpose: Step 1 will provide the members of the group with a general description of the student's behavior and will state clearly those behavioral changes that the teacher would like to see in the student.

Time: 3 Minutes

Procedure: The classroom teacher of the misbehaving student(or the staff member having the greatest difficulty with the student) begins the reporting. The teacher (or other staff member) will discuss any typical behaviors or incidents that have occured and will describe the teacher actions or approaches that have been attempted. This teacher will end the report with a list of behavioral changes that he/she would like to see in the student. For example, "I would like to see Carol (1) attend school on a regular basis, (2) work with peers without fighting or destroying their products, and (3) complete her homework."

STEP 2: Background Information From The Teacher

Purpose: To have the classroom teacher (or the staff member having difficulty with the student's behavior) present a baseline or systematic collection of data on the different facets of the student's behavior.

Time: 10 Minutes

Procedure: The classroom teacher or any other member who has collected systematic data with the use of baseline methods suggested by the observation of the student in relationship with peers, family, or school staff, is given the opportunity to report. A student background information form can be developed by the school staff to organize information gathering. It is advisable that during Step 2 that only the member with the organized data be permitted to report, and that questions and discussion be held for a later period. This procedure will provide an avenue to get the information on the table, not to clarify it.

DATA COLLECTION FORM

Student ______________________

Date ______________________

Name of Staff Member ____________

Part I -Student's Misbehavior(s)

1. Describe misbehavior(s)
   - a.
   - b.
   - c.
2. How frequent is each type misbehavior?
   - a.
   - b.
   - c.
3. What time of the day does it occur?
   - a.
   - b.
   - c.
4. In what physical surroundings?
   - a.
   - b.
   - c.
5. With which peers or adults?
   - a.
   - b.
   - c.

Part II-Teacher Or Other Actions

1. What do you do when studnet misbehaves?
   - a.
   - b.
   - c.
2. How does student respond?
   - a.
   - b.
   - c.
3. When are your actions most successful?
4. When are these actions least successful?

* Adopted from "Solving Discipline Problems; Strategies For Classroom Teachers" by Charles H. Wolfgang and Carl D. Glickman

Part III Student Motivation

1. What responsibilities(assignments, tasks, or orders) does the student fulfill?
2. What types of reinforcement (positive and negative) does student receive?
    a. positive (and/or encouragement)
    b. negative (and/or logical consequences)
3. How does student respond to reinforcement?
    a. positive (and/or encouragement)
    b. negative (and/or logical consequences)
4. How does student relate to the group (physical aggression, verbal aggression, passivity or other behaviors)?

Part IV When Student Is Behaving Appropriately

1. Describe positive behaviors.
    a.
    b.
    c.
2. How frequent is each type of positive behavior?
    a.
    b.
    c.
3. What time of day does each behavior occur?
    a.
    b.
    c.
4. In what physical surroundings?
    a.
    b.
    c.
5. With which peers or adults?
    a.
    b.
    c.
6. In what kinds of activities is student engaged before positive behavior occurs?
    a.
    b.
    c.

Part V Additional Questions

1. What does student enjoy doing (hobbies or subject)?
2. What does student do well (hobbies or subjects)?
3. Are there any reasons to suspect health or physical disabilities?

Step 3: Background Information From The Group

Purpose: This procedure permits other members of the group to add any information they might have from various contacts with the misbehaving student.

Time: 15 Minutes

Procedure: Any members of the group who have contact with the student present their background information. It is urged that they try to use the same reporting criteria as those found in the school's student background information form to determine if the student't behavior is consistent from situation to situation and with staff member to staff member. Again, as in Step 2, the staff members simply report their information and withhold discussion of the information until later.

Step 4: Clarifying Backgroud Information

Purpose: To permit all members to ask clarifying questions concerning the background information previously presented.

Time: 8 Minutes

Procedure: All members of the staff meeting have a right to question the teacher or staff member who presented information in Steps 1 through 3, in order to discuss the student and his/her problems in greater detail. This is also time to identify and explore what overt techniques have been previously tried with the student by the teachers and others. These questions should be concerned with asking and not presenting solutions in disguise. Such questions as, "Have you tried "active Listening'? It might work." or, "Last year, I had the same type of problem and I found that the classroom meetings worked. Do you think you could do that?" are really disguised solutions and will find their place in Step 5. The group can add to, modify, or alter the behavioral changes first proposed in Step 1 by the teacher. Step 4 is completed when all members agree upon the desired changes for the student being discussed.

Step 5: Generating Possible Solution In Writing

Purpose: To have all members write down their solutions to the overt and covert behaviors or suggestions as to the educational changes that could be implemented to help this student.

Time: 3 Minutes

Procedure: All staff members will write down their solutions in terms of what actions they or anyone else could take to help the student. It is during this process that each member should review mentally the teacher-student interaction models of Gordon, Values Clarification, Transactional Analysis, Driekurs, Glasser, Behavior Modification, and Behaviorism with Punishment, as well as the directional pathways and the Developmental Socialization Continuum. This review will help the members to decide what teacher techniques and methods would be more helpful and how one can organize these behaviors systematically in relation to the power to be given to the student or to be used by the teacher. Writing these possible solutions now actively involves each member in the overt actions, and it means, in Glasser's sense, that the members have committed themselve to the problem-solving process.

Step 6: Generating Possible Solutions Verbally

Purpose: To have each staff member to present his/her ideas verbally to the other members of the group without evaluation or feedback.

Time: 15 Minutes

Procedure: Each member presents his/her ideas orally to the group. The discussion of the ideas is reserved for a later step, in order not to inhibit the free flow of each member's ideas.

Step 7: Generating and Evaluating A Plan For Action

Purpose: To have all members verbally explore, in a "brainstorming" format, how each of the ideas in Step 6 can be interrelated and developed into a comprehensive, collective, agreed upon plan of action, both for long-term and short-term behavioral change or objectives.

Time: 15 Minutes

Procedure: Interaction between the staff members now becomes of primary importance, as the members can fully discuss how their ideas are interrelated or have some commonalities. The models in the various schools of thought (Non-Interventionist, Interactionalist and Interventionist), the directional pathways, and the overt techniques as they relate to the Developmental Socialization Continuum should be used as a framework for evaluating the solutions presented. The group might ask, "Do our solutions cluster into one model or school of thought?" Do they suggest that we wish to begin with the pathway on minimum teacher power, maximum power, or shared power? Can the student's behavior be placed on the Developmental Socialization Continuum, and, if so, do the suggested solutions agree with the techniques proposed in the readings? Can educational changes or changes in time or space affect some or all of the problems?"

It is important in this step to understand that the teacher and staff members have progressed from the "personal wisdom" kind of speculative thinking where teachers try to solve problems by "stabbing in the dark." The constructs, methods, and procedures provided for each teacher and school staffs have brought the professionals out of the "darkness" of functioning as limited technicians, and have provided a framework for scientific problem solving. Which is characteristic of a true professional.

Step 8: Deciding On A Solution-The Final Written Plan

Purpose: To decide on an orderly plan of action and to put that plan into writing.

Time: 10 Minutes

Procedure: Working within the time limit of this step, the staff members must decide upon an agreed plan of action in which members will be responsible for carrying out various segments of this plan. The use of an Individualized Educational Plan Form can organize the writing of such a plan of action and the designation of responsibilities. (All members should receive a copy.)

Step 9: Implementing-A Commitment

Purpose: To have staff members commit themselves to implementing the plan's procedures.

Time: 1 Minute

Procedure: Much like Glasser's view of commitment, each staff member is asked to sign or initial the written plan, and by doing so, agrees to actively carry out the procedures agreed upon and to return for follow-up re-evaluation. (All members should receive a copy of the plan.)

Step 10: Re-Evaluation Schedule

Purpose: To have the members agree to a time for a return meeting to evaluate the plan after a period of implementation, in order to determine its effectiveness based on the collected data.

Time: 5 Minutes

Procedure: The last step is used to decide when to meet again, and what each member will do to record the behavior changes of the student. These records could be made through observation, baseline date, or experimental data.

TEAM AGENDA

STEP	TOPIC	SPEAKER	TIME	PURPOSE
1.	Statement of the problem	Teacher	3 Mins.	To give general description of student's behavior and state changes desired.
2.	Background information from the teacher	Teacher	10 Mins.	To present background information using collected data.
3.	Background information from the group	All Members	15 Mins.	To add information about student's behavior in various contacts with others through out the school day.
4.	Clarifying background informaton	All Members	8 Mins.	To clarify information already given and establish changes in student's behavior.
5.	Generating possible solutions in writing form	All Members	3 Mins.	To have each member give possible solutions in writing.
6.	Generating possible solutions in verbal form	All Members	15 Mins.	To verbally share all possible solutions with the group.
7.	Generating and evaluating a plan of action	All Members	15 Mins.	To explore all solutions and look for interrelated or common abilities.
8.	Deciding on a solution,"the final written plan"	All Members	10 Mins.	To decide upon a group plan with each member assigned responsibility
9.	Implementing a commitment	All Members	1 Min.	To have members make a commitment to plan by signing the written form.
10.	Re-evaluation plan	All Members	5 Mins.	To agree upon appropriate period of time for implementation of plan before re-evaluation.

*Adopted from "Solving Disciplne Problems; Strategies For Classroom Teachers, by Charles H. Wolfgang and Carl D. Glickman.

GLOSSARY

1. * Non-interventionist share a belief in the inner rationality of the student. They believe that student misbehavior is the result of obstacles that block the full expression of rationale thought.

An Example Of Non-Interventionist Model: Teacher Effectiveness Training
T.E.T. By Thomas Gordon

Outline:

Basic Assumptions on Motivation

Child is motivated by internal desire to be good. He/she is helped by a warm, accepting relationship with another that enhances his/her self-concept. The child is rational and capable of solving his/her own problems.

Overt Teacher Behaviors

-Critical Listening

-Acknowledgement Responses

-Door Openers ("Do you want to talk more?")

-Active Listening

-"I" Messages

-Influencing ("Watch your step".)

Covert Teacher Behaviors

-Method III "no lose"

-Dailey actions

-Reorganizing space

-Reorganizing time "diffused, individual, and optimal

-Six steps to problem solving

-"Areas of freedom"

Key Vocabulary

-Ownership of problems

-Activity listening

-"I"/"you" messages

-Door openers

-Method III 'no lose"

-Teaching-learning area

-Six steps to problem solving

-Twelve roadblocks to communication

-Dissfused time

-Individual time

-Optimal time

-"Area of freedom"

Educational Insights

-"Areas of freedom"

-Organizing time as diffused, individual, and optimal

-Organizing space

Strengths

-Child solves his/her own problems, thus developing responsibility

-Democratic rule - setting practice

-No bad feelings while solving problems (no winners, no losers)

-Helps teacher to decide problem ownership

Limitations

-At what age is a child rational?

-Is the mentally retarded child rational?

-What about the child without language?

-The time required for the teacher to administer the T.E.T. is prohibitive.

-T.E.T. cannot be used in every conflict situation (i.e., violent child).

2. *Interactionalist believe that approporiate behavior is learned as a result of a student coming into contact with the needs of others. The appropriate medium for such learning is interaction with others. The teachers delineates boundaries, choices can be made.

An example of an Interactionalists model:
Social Discipline: by Rudolph Dreikurs

Outline:

Basic Assumptions on Motivation

-Man is a social being and his desire is to belong.

-Man is a decision-making organism.

-All behavior is purposeful and directed towards social goals.

-Man does not see reality as it is, but only as he perceives it to be.

-Man is a whole being who cannot be understood by some particular characteristics

-Man's behavior is the result of faulty reasoning on how to gain social recognition.

Overt Teacher Behaviors

-Confrontation

-Engaging child in friendly conversation

-Disclosing and confirming mistaken goals of the child

-Asking the following questions:

1. Could it be that you want special attention?(attention-getting)
2. Could it be that you want to be boss? (power)
3. Could it be that you want to hurt others as they've hurt you? (revenge)
4. Could it be that you want to be left alone? (inadequacy)

-Class group discussions about all types of behavior. (scheduled weekly)

-Confrontation about goals and behavior

-Continued encouragement to increase child's confidence (belief in self)

-Avoiding criticism so true motives can be learned and behavior corrected

-Use encouragement techniques such as:

1. Work for improvement, not perfection.
2. Commend efforts.
3. Separate the deed from doer.
4. Build on strengths, not weaknesses.
5. Show your faith in the child.
6. Mistakes should not be viewed as failures.

-Develop logical and natural consequences, logically structured and arranged by the adult, that must be experienced by the student.

Covert Teacher Behaviors

Four Goals of Child"s Misbehavior

1. Attention-getting
2. Power-seeking
3. Revenge
4. Display of inadequacy

-Preventing above behavior by following these steps.

1. Observe child"s behavior in detail.
2. Be psychologically sensitive to your own reaction.
3. Confront child with the four (4) questions listed above.
4. Apply appropriate corrective precedures.

Key Vocabulary

-Attention-getting
-Power and control
-Revenge
-Helplessness
-Encouragement
-Hidden motivation
-Natural and logical consequences
-Recognition reflex
-Role-playing
-Classroom discussion
-Sociometric test
-Reading stories
-Informal plays

Educational Insights

-Classroom as collective group.
-Sociometric tests for analyzing individual relationship to group.
-Classroom operated as a democracy

Strengths

-Develop system of mutual respect (rewards and punishment not needed).
-Allow children time to solve their own problems during class discussion.
-Involves whole class in decision making.
-Helps to aid in socialization of individual.
-Step-by-step procedures according to goals to follow.
-Self-worth developed by teacher and child.
-Has natural and logical consequences.

Limitations

-Teacher may not always be able to determine child's true goal.
-Some children refuse to talk about incident.
-Passive child is always very difficult to help using this method.
-At times, it can be hard to determine consequences.

3. *Interventionists believe that humans are shaped by external stimuli. A teacher needs to be aware of the stimuli a misbehaving student is receiving and should then change the environmental conditions so that appropriate behavior is more rewarding than inappropriate behavior. The teacher is therefore, very much in control and should express explicit standards of conduct for the student.

An example of an Interventionist model:
Behavior Modification: By Axelrod and Homme

Outline:

Basic Assumption on Motivation

-Children are not born with self-control-we must help them mold it.

-Deal only with outward (external) behavior.

-Use scientific techniques to demonstrate effectiveness.

-Be concerned with unacceptable behavior the child exhibits and what interventions can be applied to change it.

- The cause of the behavior exhibits outside the child, in the environment.

-Motivation reinforcers:

Positive-something we like.

Negative-something we dislike

Primary-relating to basic body needs.

Secondary-abstracts, symbols.

-The consequences, more than any other factor, determine the behavior the individual exhibits.

Overt Teacher Behaviors

-Teacher controlling the situation, imitation and shaping, fading and directive statements for contingency contracting.

-Explicit molding for imitation, forward and backward chaining,saturation, time out, rewards for reinforcement of desired behaviors; commands as directive statements.

-Using conditioners in form of material and verbal rewards; child definitely knows what he/she will receive by his/her behavior.

-Using variable intervals and variable ratios.

Covert Teacher Behaviors

-Reinforcing only the behavior to be increased.

-Before beginning behavior modification.

1. Select the behavior to be changed.
2. Collect and record baseline data.
3. Identify appropriate reinforcers.
4. Collect intervention data.

5. Graphing baseline and intervention data to evaluate effectiveness.

- Changing reinforcers periodically
- Reinforcing the behavior on a variable reinforcement schedule.

Key Vocabulary

- Baseline data reversals
- Contingency contracting
- Positive and negative reinforcement
- Shaping
- Fading
- Operant conditioning
- Behavior
- Extinction
- Intermittent reinforcement
- Tokens
- Time out
- Differental reinforcement of other behaviors. (DRO)
- Discrimination stimulus generalization
- Chaining

Educational Insights

- School subjects can be taught in sequential, reinforcing manner.
- Stimulation of physical environment (positive and negative) should be considered.
- Positive stimuli are most effective in all dimensions of schooling

Strengths

- It is positively oriented, and reinforces good feelings and self-concept.
- Encourages success.
- Gives a structured setting for learning.
- Eliminates constant/continual contact with a child
- Capitalizes on nonverbal communication.
- It works (scientifically tested).
- It can work with all children.
- It is efficient.

Limitations

- Many people feel behavior modification practices are unacceptable and unethical.
- It can have harmful effects if not used correctly. Can be abused by insensitive and unethical practitioners.
- Does not accept emotions as important.
- Does not let the child use his/her rational abilities.
- Needs percise record keeping to determine its success.

* Taken from Solving Discipline Problems, Strategies For Classroom Teachers, by Charles H. Wolfgang and Carl D. Glickman

Summary

Sharing expertise among persons of different disciplines within a school is a considerable challenge. The structured agenda with detailed procedures is a systematic problem solving process that should bring about educational changes in the classroom in order to create a school atmosphere in which the number of students with problems tend to decrease.

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SECTION 9

THE UTILIZATION OF PARENT INVOLVEMENT AS AN ALTERNATIVE TO CORPORAL PUNISHMENT

THE UTILIZATION OF PARENT INVOLVEMENT AS AN ALTERNATIVE TO CORPORAL PUNISHMENT

In the eyes of the parent, when children enter the school, the teacher becomes the "surrogate parent" of their children. So parents have, or should have a legitimate concern about what teachers do to and with their children.

Will the teachers be an influence for good or bad?

Will they help the children to learn?

Will the children like their teachers?

Will the teachers make the youngsters behave?

In like manner, in the eyes of the teacher , parents are the "surrogate teachers" of the students. So teachers have a legitimate concern about what parents do to and with the students when they go home from school.

What kind of home environment does the student have?

Will the parents see to it that the students do their homework?

Will parents be critical of the teacher's teaching methods or methods of discipline?

Will the parent's expectations be unrealistic regarding the correction of problems that students have developed in the home?

Parents have a more difficult job if the teacher-student relationship is bad. Each has a stake in the relationship that the youngster has with other adults. Despite their mutual interest in the children and his/her environment, parents and teachers seldom seem to have a close or significant relationship with each other.

When one considers that during the first five years of a child's life, he/she will learn a significant portion of all he/she will ever learn, the importance of the quality of parental teaching becomes apparent. Parents are not merely the first teacher encountered by the child, they are by far the most important ones. The parent-as-teacher role often lasts until the child becomes an adult and sometimes beyond.

According to the above information, it is imperative that the parents and teachers work together for the betterment of the child's academic, emotional, and social life. It is also imperative that parents and teachers come together in order to determine what types of punishments students will receive for infractions of school rules and regulations.

Since corporal punishment has been discontinued in the St. Louis Public Schools System, it is particularly important for teachers and parents to determine together what forms of alternatives will replace striking the child.

A significant number of parents support the concept of corporal punishment; and use it with their children at home. Therefore, many children come to school expecting to be spanked for misbehavior. Therefore, it is necessary for school personnel to:

1. Inform parents that corporal punishment will no longer be used in the St. Louis Public School System, and to discuss with them what this means.
2. Determine with parents, what types of consequences will follow the student's disregard of school rules and regulations.

3. Determine, with the parents, the types of positive reinforcements which students will receive for obeying school rules and regulations.

School personnel can solicit and obtain parental consent and involvement in enhancing classroom management skills, creating a learning environment that is conductive to academic and emotional achievement, and in determining effective alternatives to corporal punishment in many different ways.

One way to do this is to determine how best to ask parents for help and support. Many teachers feel threatened and overwhelmed by parents, especially if they perceive the parents to be pushy, non-cooperative and manipulative. Thus many teachers have difficuly in being assertive with parents. They do not clearly and firmly let the parents know what they want or need from them, nor do they stand up for their rights. As a result, too often, teachers react to parents in a non-assertive manner; or they take a hostile stance with the parents. Both styles of behavior are ineffective.

When teachers are non-assertive they apologize for bothering the parent, downgrade the problem, belittle themselves, do not clearly state their needs or downgrade the consequences of the child's behavior.

When they are hostile, they are defensive, blaming and tend to belittle the parents. Obviously, these techniques are not productive, and teachers lose the respect and cooperation that they could have gained from the parents had they not used the above tactics.The teacher frequently loses the respect and cooperation of the students as well.

The teacher needs to let the parents know where he/she stands and then allow the parent to choose whether to cooperate or not. When teachers are more assertive, they usually get the help and cooperation needed from parents.

A second effective method which can be used by teachers is to develop and implement a plan geared to obtain parental involvement:

1. Assert him/herself and contact the parent when there is a problem in need of the parent's cooperation.
2. Develop goals for the conference
3. Determine objectives for the conference
4. Understand the rationale for the conference
5. Know what consequences will follow the continuation of the problem.
6. Have documentation to support your comments.

Goals for the conference

The teacher should know specifically what he/she wants from the parents before the conference begins. The teacher should write the goal(s) down before meeting with the parents.

Objectives for the conference

The teacher should determine specifically, how he/she would like the parents to reach the goal(s). The teacher should come to a consensus with the parents in determining how they can work more comfortably together to achieve the goal(s).

Rationale for the Conference

The teacher should be clear about why he/she is meeting with the parents. They should understand that all persons involved should have the child's best interest as the basis for the conference. It is necessary for the teachers and the parents to work together as a team in helping the child eliminate the problem behavior.

Consequences that You Feel Will Occur if the Parents Do Not Cooperate

The teacher should be honest with the parents regarding what will happen if they do not support the teacher in his/her efforts to help the child. All too often, teachers are reluctant to lay the facts on the line with parents because of what might follow. This often results in parents not realizing how serious the situation is with their child or how vital their support is for improvement to occur.

Documentation

It is useful for the teacher to have complete documentation to support the assertions made to the parents.

When discussing poor work habits, present several examples of the work to the parents. If it is a behavioral problem, the teacher should keep an anecdotal record of each incident for presentation to the parents.

Teachers should also give as many positive characteristics regarding the child as possible during the conference.

At the parent-teacher conferences the consequences for misbehavior, and the positive reinforcements for appropriate behavior should be determined, not only should plans be clarified regarding what teachers will do in the classroom; but also what parents will do at home to ensure their children's continued appropriate school behavior. Consequences of behavior should be developed which are effective alternatives to corporal punishment.

Every teacher should make a point of having some contact with the parent of each child in his/her room each semester. If the parents sees the problem first, it is the responsibility of the parent to contact the teacher.

When parents visit teachers to get a progress report on the child, it is the responsibility of the teacher and the right of the parent to have essential and helpful information. With the proper information the two can work together as a team.

Some of the questions which parents might ask, and which teachers might attempt to answer during the conference include:

1. Questions regarding the students academic progress in all subject areas.
2. What the child is being taught in all subject areas, and how the parent can help the child improve at home.
3. Questions regarding the student's emotional and social adjustment, such as:
    a. The parent needs to know how the child feels about him/herself. does he/she view him/herself as a learner? How does the student get along with other children in the classroom?
    b. Is the child responsible-does he/she follow directions-what social areas are most difficult for my child?

c. What does the teacher do when the child misbehaves? What measures are most effective and least effective for the child? Which of these methods could the parents also use at home?

d. What the parents could do at home to help?

e. How could both the home and the school be consistent in disciplining the child?

The use of these methods, with some variations according to the personality of the teacher and the parent, should bring parents and teachers together in a cooperative manner. It is imperative that the main interest of both be genuinely for the betterment of the child.

Some of the alternatives to corporal punishment which teachers and parents might develop together include:

I. Consequences for misbehavior such as:

a. Limitations on viewing television

b. "Grounding" or limitimg the child's free time.

c. Report writing on topics related to the offense, i.e., "Why a person should not steal/lie/cheat/fight."

d. Restrictions on priviledges.

II. Rewards/reinforcements for appropriate behavior, such as:

a. Visit to a "fast food" restaurant or a place of the student's choice.

b. Accumulation of tokens or points which would allow the student to purchase something which he/she desires.

c. Some kind of paper award with the appropriate wording.

d. Schedule of extra priviledges.

III. Development of contracts regarding the student's social and/or academic behaviors. (See section 7 of this handbook on Behavioral Contracts).

IV. Assignment of the student, with the parents understanding and consent, to the Detention Room or Saturday Work-Study Program.

Both parents and teachers should be together in administering discipline in a positive atmosphere, and in a firm, fair, and consistent manner. As stated so well by Eleanor Langemach, past President of the Missouri Congress of Parents and Teachers:

> " What the homes are, the schools
> will be, and what the two are,
> the future will be."

SECTION 10

SOCIAL DISCIPLINE MODEL

SOCIAL PSYCHOLOGIST MODEL FOR IMPROVING STUDENT DISCIPLINE

Social psychologist believe that because man is primarily a social animal, the central motivation of all humans is to belong to some group and to be accepted by others. One of the principal exponents of social psychology was Alfred Adler. Rudolph Dreikus, Don Dinkmeyer, Gary D. McKay and others, have followed his lead, and have applied social psychology and the underlying theoretical foundations to explain why young people behave as they do. Some of the theoretical foundations of social psychology include the following:

1. Human beings are social beings
2. All behavior, including misbehavior, is orderly, purposeful, and directed towards achieving social recognition.
3. Each action, including actions of misbehavior, is goal directed.
4. There is always an underlying cause for any act of misbehavior.
5. What may be classified as the "inner" goal of the action results in the "outward behavior manifested.
6. When and if a student can recognize his/her "inner" goal, and identify it as inappropriate, he/she can be helped to change it to the more appropriate goal of learning how to belong, to work and to behave with others.
7. One function of the teacher, (and other persons involved with the student i.e., counselor, social worker, and/or psychologist) is to help the student change to the more appropriate goal(s).
8. Behavior is learned, therefore it can be unlearned.

The social psychologist model for improving student discipline should not be used unless:

1. The teacher and other school personnel can adopt and act upon the premise that:
   a) all humans are social animals
   b) behavior, including misbehavior, is orderly, purposeful, and directed toward achieving social recognition
   c) misbehavior is learned, therefore more appropriate behaviors can also be learned.
2. The student can think about his/her inappropriate behaviors and learn more appropriate behaviors.

The child came into the world behaving. In the beginning this behavior is manifested in order to receive love, attention and social acceptance from others. If the student is successful in obtaining love, attention and social acceptance from others he/she will continue to manifest socially acceptable behavior. If the student is unsuccessful in gaining social acceptence, a pattern of misbehavior begins.

This pattern of misbehavior often begins early in the child's life; with love and social acceptance being denied to the child at home and in other situations in the child's environment. When the child does not receive social acceptance on a regular basis, he/she might try to fulfill inner needs by manifesting destructive, hostile, annoying or helpless behavior. It is the job of the understanding teacher/counselor/social worker/psychologist to help misbehaving students recognize and understand their unacceptable goals and inappropriate behavior. In addition it is the job of the school personnel to help such students develop more acceptable and appropriate behaviors which will serve as avenues for group acceptance.

The underlying, mistaken goals that frequently motivate misbehavior may be categorized under the following four headings:

Social Psychologist Model For Improving Student Discipline

1. Attention - Getting Behavior
2. Power and Controlling Behaviors
3. Revengeful Behaviors
4. Helpless, Incompetent Behaviors

If we accept the fact that every action of the student has a purpose, and that his/her basic aim is to find some social acceptance and/or status in his/her group then we will find these categories helpful in understanding the child's misbehavior.

1. Attention Getting Behavior:

All young children display numerous behaviors which have as their basic motive that of gaining attention from others. These behaviors can either be socially acceptable or socially unacceptable. Young children have few opportunities to establish their self-worth and status in the group through socially acceptable behaviors, such as doing things for others. The child tries first to get attention through socially acceptable means; but when this does not occur, he/she proceeds to do anything and everything he/she can to put others into his/her service and/or to gain attention. These might be negative, destructive behaviors such as hitting others, throwing, clowning etc.

The consequences for such behaviors might be some form of punishment, humiliation and/or physical pain.

However the child's main purpose for getting attention has been accomplished, because pain is better than being ignored. Thus, the need for attention at any cost may become a part of the child's life style.

2. Power and Controlling Behaviors:

As the child's behavior gets more and more out of control, the adults with whom he/she is involved will do everything in their power to gain control of the child's behavior. The more the adult attempts to assert his/her superiority in the situation. the more likely the student will perceive him/herself as inferior. Frequently a deadlock results between children and adults in the struggle for power and superiority.

In order to prove that he/she is in control the child attempts to do what he/she wants to do; and refuses to do what ought to be done; or what he/she is told to do.

Usually this develops into a no -win; or win-lose situation. If the child wins, it is usually because he is not restricted in his/her fighting methods by any sense of responsibility or moral obligation. If the adult wins, the child often becomes even more convienced of the values of power, and the more determined to strike back in the next encounter with even stronger, more destructive methods.

3. Revengeful Behaviors:

The battle between adults and students for power and domination may continue to the extent that both try every conceivable means to subjugate and control the other. This mutual antagonism may become so strong that each party has only one desire; that of retaliation, to revenge his/her own feelings of being hurt. While the student, feeling ostracized and disliked, no longer hopes merely for attention or even power; he/she might come to the point where success can only be found by making him/herself hated in the group. Students caught in this cycle know where they can hurt the most and take advantage of the vulnerable adults. Since being considered vicious might be the only triumph they can obtain; it often becomes the goal that they seek; and frequently they regard it as a triumph to be given such a title.

4. Passive, Discouraged Behaviors:
   A student who is passive, or whose antagonism is successfully beaten down, may be discouraged to such an extent that he/she can not hope for any significance whatsoever. He/she expects only defeat and failure and stops trying. Such a student hides him/herself behind a display of real or imagined inferiority, using his/her inability as a protection so that nothing will be required or expected of him/her. Such a student tries to preclude more humiliation and embarrassing experiences by avoiding participation in, or contribution to, classroom activities.

Recognizing The Purpose Of Student Behaviors

Rather than to describe human behavior in terms of cause and effect; it is sometimes better to explain it in terms of pattern and purpose. If the person's present behavior is viewed relative to the purpose that the person's behavior serves, a deeper level of understanding can be reached than if answers from the description of the past are sought.

Since the behavior is not random or meaningless, it has a purpose that directs and motivates the person toward achieving a goal or a certain benefit.

If the teacher, principals, and other school personnel could recognize the purpose of the behavior they would be better able to understand why the student is behaving in a particular manner. In like manner, they would be better able to deal effectively with student behavior.

As noted earlier, understanding student behavior should begin with the basic premise that all behavior is purposive, and that all behavior is directed towards some goal. In other words the student's behavior is directed towards achieving something for the student, even though the student might not be aware of the goal of his/her behavior.

How to recognize the purposes of misbehavior has been described by Rudolph Dreikurs, an eminent psychologist who is associated with the Alfred Adler Institue of Chicago.

School personnel can recognize which of the four goals (attention, power, revenge, helplessness), the student's behavior is serving through the following methods:

1. by becoming more aware of what they feel when the child misbehaves.
2. by observing how the child responds to the teacher's suggestions of what he/she was trying to accomplish.

As noted above when the student's goal is that of gaining attention, they believe that they can find their place in their environment only by having others to pay attention to them. In order to do this, they may gain attention by acting cute, trying to impress or charm, or by being nuisances or being a pest. The adult can recognize that this is the student's goal when they feel annoyed or impatient with the person. When attention is paid to the child by the adult saying or doing something to correct him/her the student will stop misbehaving temporarily. This is because they have achieved their goal: that of gaining attention from others. Later the student may repeat this same misbehavior or display some other type of misbehavior to gain attention from others.

When the student's goal is to gain power, over others, it means that he/she wants to be in charge, to be boss, to have his/her own way. In order to do this, such behaviors as open disobedience, stubborness,defiance of authority, or even passive resistance might be displayed. The adult can recognize the student's goal of gaining power when he/she feels anger and the desire to establish or regain control over the student. These feelings result from the fact that the student will, either actively or passively defy the adult by continuing to misbehave; or the student will stop the misbehavior temporarily and then intensify his/her actions. The student might also do as he/or she has been told, but never to the satisfaction of the adult.

When the student's goal is to get revenge, or to get even, or to strike back, the student might do so in a sullen manner or in a violent manner, or both. As a result the adult will experience hurt, bewilderment and resentment. The adult also feels the need to get even or revenge on the student, which in turn leads to the student's response to continuing revengeful behavior at a higher level. Thus the vicious cycle not only continues, but esculates. If the student's goal is to display inadequacy, he/she might display stupid, inept or inferrior behavior. The student tries to convience him/herself and others that he/she is hopeless and cannot be counted on to do anything well and/or competently. The adults with whom they are dealing tend to feel confused and helpless relative to the student's behavior; and believe that there is nothing that they can do to correct the student's behavior , or help the student to become more competent. No matter what plan the teacher or school personnel attempt to implement, the student will respond passively or fail to respond at all. While the adult feels that he/she has "done-everything," no improvement is seen, and the situation remains hopeless.

Dreikurs (1957-1968) provides several methods for correcting student misbehavior. He begins with the application of certain non-specific techniques, such as the establishment of good personal relationships, encouragement, and use of the peer group pressure. Other techniques include:

1. Observation of the student:

School personnel should learn to observe the child to obtain much needed information regarding his/her motivations, attitudes, goals and expectations. In doing so, the student's purposes underlying his/her behavior will be revealed. Through observation of the student's interactions with others, his/her level of cooperation, deportment and academic work, the teacher can recognize his/her life style. Armed with an understanding of the basic concepts upon which the student operates, the teacher can better plan for the re-education of the student. To quote Dreikurs:

> " A clear picture of the child's life style, of his attitudes, and the goals that he developed in his family situation enables the teacher to offer new stimulations and experiences so that the child may reconsider his concepts and gain a more appropriate evaluation of himself and of his efforts to find his/her place in the group."
>
> (from Psychology In The Classroom,
> by Rudolph Dreikurs, 1968)

2. The Four Goals of Misbehaving and What Can Be Done About Each:

A) Attention Getting Behavior:

A teacher should avoid giving a student who manifests attention getting behavior reinforcement. Attention to inappropriate behavior tends to reinforce such behavior. Reinforcing attention getting behavior prevents the student from ever learning how to behave productively in the group. Some techniques, which help the teacher and which might be used to reduce inappropriate behaviors include:

1) Reinforce the child's behavior when you catch him/her doing something that you want done.

2) Provide some time each day when you can give the child your undivided attention.

3) Provide time for the student to be given attention by his peers such as telling a story, or doing a special job in the classroom.

B) Power Getting Behavior:

The teacher should avoid allowing him/herself to be drawn into a power struggle with a student. The excitement and challenge of a "power struggle" tend to be continued when the teacher falls for the student's bait. When the teacher removes the issue of power, the student is forced to select another goal for his/her behavior.

Some techniques which a teacher can use to disengage from a power struggle include:

1) Give student an opportunity to exert power in a socially acceptable manner. For example, the student might be given the opportunity to take attendance, be a group leader, collect homework, serve as a monitor, etc.

2) When the student refuses to do something asked of him/her; the teacher might say, "I will not force you to do this, however, you must suffer the consequences for not completing your work. You might want to talk to me about how and when you will get your work done (at recess, at home, in the morning, and so forth.)."

C) Revenge Getting Behavior:

When the student becomes so discouraged that he/she has to use revenge getting behavior, the task becomes more difficult for the teacher to handle. The teacher has to remember that the student feels hurt and extremely discouraged and lacking in hope. The student's desire to retaliate are not necessarily directed towards the teacher as an individual; but rather to all that the teacher represents. The teacher has to make a special effort to demonstrate and to establish a meaningful relationship with the student and to show that he/she cares. This might be done by:

1) Finding time to talk with the student on a one - to one basis; and to discuss school related problems.

2) Counseling the student regarding school related problems.

3) When the student attempts to hurt someone else the teacher has to let him/her know that this cannot be allowed. However, the teacher can also offer assistance to the student for solving the problem.

D) Helplessness - Inadequacy:

The most discouraged student frequently displays inadequacy or helplessness. Having lost all initiative of belonging to the group, the student behaves as if he/she in incapable of achieving at the expected level. The teacher might try to:

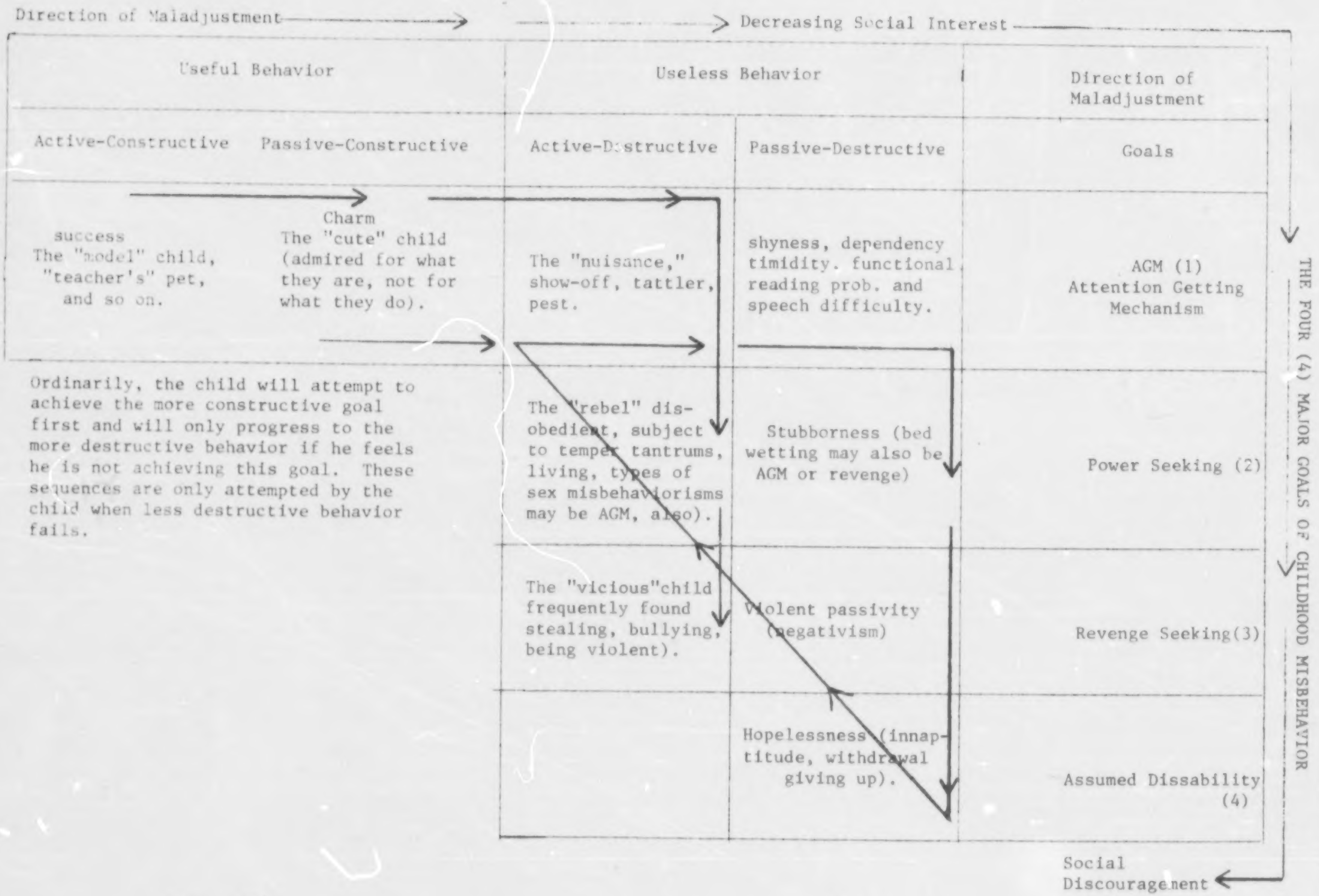
1) Allow the student to work on a project or an activity at which he/she can succeed.

2) Let the student know that he/she understands how difficult it is to learn a particular subject; or achieve at a particular level. Individual help might be given when necessary.

3) Encouraging and reinforcing the efforts that the student makes towards successful school achievement.

Driekurs also suggests the use of group discussions and group situations in bringing about a change in the child's behavior. The use of group dynamics in the classroom is discussed in detail in another section of this book. Refer to the section on group process in order to determine how a child can be re-educated toward more appropriate school goals as a part of a group.

THE FOUR (4) MAJOR GOALS OF CHILDHOOD MISBEHAVIOR



Direction of Maladjustment → → Decreasing Social Interest

Useful Behavior		Useless Behavior		Direction of Maladjustment
Active-Constructive	Passive-Constructive	Active-Destructive	Passive-Destructive	Goals
success The "model" child, "teacher's" pet, and so on.	Charm The "cute" child (admired for what they are, not for what they do).	The "nuisance," show-off, tattler, pest.	shyness, dependency timidity. functional reading prob. and speech difficulty.	AGM (1) Attention Getting Mechanism
		The "rebel" disobedient, subject to temper tantrums, living, types of sex misbehaviorisms may be AGM, also).	Stubborness (bed wetting may also be AGM or revenge)	Power Seeking (2)
		The "vicious"child frequently found stealing, bullying, being violent).	Violent passivity (negativism)	Revenge Seeking(3)
			Hopelessness (innaptitude, withdrawal giving up).	Assumed Dissability (4)

Ordinarily, the child will attempt to achieve the more constructive goal first and will only progress to the more destructive behavior if he feels he is not achieving this goal. These sequences are only attempted by the child when less destructive behavior fails.

Social Discouragement

CORRECTIONS OF MISBEHAVIOR

Teacher's Reaction	The Child's Probable Goal And His "Faulty Logic"	Teacher's Corrective Procedures	Teacher's Interpretations Of Child's Goal To Him All questions must be asked in a friendly non-judgemental way and not at times of conflict.
To be kept busy by child To help, remind, scold, coax and just give child extra service. Is delighted by constructive AGM child "He occupies too much of my time." "I wish he would leave me alone."	GOAL I, (AGM) ATTENTION-GETTING Child seeks proof of his acceptance and approval. He puts others in his service, seeks help. "Only when people pay attention to me do I feel I have a place."	Give attention when child is not making a bid for it. Ignore the misbehaving child. Be firm Realize that punishing, rewarding, coaxing, scolding and giving service are attention.	"Could it be that you want me to notice you?" "Could it be that you want me to do special things for you?" "...keep me busy with you"
Feels leadership of the class is threatened. Feels defeated. "Who is running this class? He or I?" "I won't let him get away with this."	GOAL II, POWER Wants to be the boss. "I only count if you do what I want." "If you don't let me do what I want you don't love me."	Withdraw from the conflict. "Take your sail out of his wind." Recognize and admit that the child has power. Appeal for child's help enlist his cooperation, give him responsibility.	"Could it be that you want to show me that you can do what you want and no one can stop you?" "Could it be that you want to be the boss?" "...get me to do what you want?"
Dislikes the child. Feels deeply hurt. Is outraged by child Wants to get even. "How can he be so mean?"	GOAL III, REVENGE Tries to hurt as he feels hurt by others. "My only hope is to get even with them."	Avoid punishment Win the child, try to convince him that he is liked. Do not become hurt. Enlist a "buddy " for him. Use group encouragement.	"Could it be that you want to hurt me and/or the children?" "Could it be that you want to get even?"
Feels helpless. Doesn't know what to do. "I can't do anything with him." "I give up!"	GOAL IV, DISPLAY OF INADEQUACY Tries to be left alone. Feels hopeless "I don't want anyone to know how stupid I am."	Avoid discouraging yourself. Don't give up. Show faith in child. Lots of encouragement. Use constructive approach.	"Could it be that you want to be left alone?" "...you feel stupid and don"t want people to know?"

(Adopted from the Driekurs, Rudolf,: Psychology In The Classroom: A Manual for Teachers, 2nd Edition. New York, Harper and Row, Publishers, 1968)

THE DISCOURAGED CHILD'S MISTAKEN GOALS

Increasing degree of discouragement in the child

Goals of the behavior	What the child is saying	How the parent feels	How the child responds to punishment	Possible corrective parent action
ATTENTION (To keep others busy with him)	I only count when I am noticed. What I really want is to keep you busy with me--always! I just can't be happy without attention.	Annoyed, irritated. Parents want to remind and coax the child. Parent is delighted with the "good child."	When given desired attention, child stops the disturbing behavior for a short time, but will use the unwanted behavior again.	First, STOP, LOOK AND LISTEN: then avoid doing what the child expects you to do. Ignore the child's misbehavior but give warm attention during the peaceful times when the child's behavior is OK.
POWER (Seeks to be boss)	I only count when I dominate--when you do what I want you to do. I want to defeat you and get my way.	Angry, determined to control the child, to show superior power. He can't get away with that! I'll prove who's boss.	Child's behavior grows worse. Child also is determined to win, to be the boss. The child feels he's won when the parent gets upset.	Remove self from conflict, Act instead of talking during conflict. Avoid responding as the child expects; fighting, arguing, "fussing." Be friendly. Admit inability to control. Treat child as an equal.
REVENGE (Wants and tries to get even)	I can't be accepted and liked, and I don't have any power, so I'll hurt others as I have been hurt by them. Actions tell parent;"I want to hurt you."	Hurt, angry."How could you do this to me?" I'll show you by making you feel as bad as I do. You can't get away with that!	Child wants to get even for his parents' power, superiority- wants to retaliate, make them feel sorry for their success.	Extricate yourself from the tense situation without trying to retaliate, trying to pay child back. Give positive attention. Take time and make effort to help the child, show him you care.
INADEQUACY (Wants to be left alone)	I can't do anything right, so I won't try to do anything at all. I'm just no good so leave me alone. I can't ever win.	Parent feels dispair and extreme discouragement. I just don't know what to do anymore. I give up.	If he is punished or pressured, the child only wants to retreat further. He concludes, there's no use in trying. He appears passive.	Try to accept the child as he is in spite of his inadequacy. Have and show faith in his ability to surmount his defeatism. Trust him with small responsibilities. Have the patience of Job!

(Adopted from the chart prepared by Nancy Pearcy and Louise Van Vilet, issued by Parent Study Groups, Corvallis, Oregon. Included in "Practical Parenting" packet from Parent Education Association, Box 18, Columbia, Missouri 65201)

" A misbehaving child is always a discouraged child." Behavior is goal directed. Misbehavior is a useless and negative attempt to assure oneself of his significance or to avoid falling to even less significant status.

SECTION 11

GROUP PROCESSES

GROUP PROCESS IN THE CLASSROOM AS AN ALTERNATIVE TO CORPORAL PUNISHMENT

Group process is an educational strategy which involves interpersonal relationships as experienced in groups. The major portion of a person's life is spent in groups of one kind or another: family groups, school groups, recreational groups, work groups, etc. Research indicates that a person's general level of adjustment is dependent upon his/her effectiveness as a member in some or all of the above groups.

When group process is implemented in the classroom, innovative methods can be developed to enhance the student's self awareness of feeling, values, ideas and behaviors. Each participant in the classroom has a unique opportunity to acquire a deeper understanding of the manner in which he/she affects and relates to other people, and the manner in which he/she is affected by other people. Insights and concepts developed in a group setting help the students become a more effective and understanding individual, not only in the group in which the student finds him/herself, but, in other divergent groups as well. In group process a participant is encouraged to learn new behaviors which will help him/her to relate with others more effectively under changing circumstances. Thus, group process can be used to affect the student's attitudes in relevant areas outside of the classroom, as well as in academic performance.

The core of such experience is provided in small group settings in the classroom in which high levels of individual participation and involvement become possible. Meeting in small groups allows each student to get to know him/herself and other students better. In this way an individual's sensitivity, concern and knowledge about personal and interpersonal factors, and their influence on ensuing thoughts and actions are enhanced.

Some of the goals of group dynamics include:

1. Deeper and clearer understanding of the effects of the student's behavior on him/herself and on others.
2. Deeper and clearer understanding of the effects of the other person's behavior on the student.
3. Learning more effective and alternative ways of problem solving and conflict resolution.
4. Increased ability to express openly and without fear, his/her ideas, beliefs and feelings.
5. Deeper understanding and awareness of the student's own racial heritage and the heritage of others
6. Increased development of empathy, acceptance, and genuine liking for others.

7. Increased realistic attitudes, self-confidence, and self-direction.

Group process techniques as implemented in the classroom can be used to combine the affective, or feeling aspects of learning in very meaningful ways with the cognitive, or "knowing" aspects of learning. Concentration may be directed toward interpersonal dynamics; or concern might be directed toward task or skill centered learning, or both.

The implementation of group process in the classroom provides one means of dealing with both individual and classroom problems. Group process can be used as a vehicle for working with individual student misbehavior such as:

1. The student who frequently fights other students.
2. The student who lies, cheats and/or steals.
3. The student who always wants to be "boss."
4. The disruptive student who "talks out" in class, makes unnecessary noises, spits on others, throws things, etc.

Previously the consequences for these types of behavior might have been the administering of corporal punishment by the school personnel. As an alternative, the teacher can introduce group process as a method of confronting the student's problem directly and of helping the student solve his/her difficulties. In order to help the student to understand the effects of his/her behavior, and accept the consequences, the teacher can facilitate a problem-solving meeting. The teacher tells the student the reason for the meeting, and requests the help of the class in solving the problem.

The following steps might be followed:

1. Students are encouraged to express to the misbehaving student how his/her behavior has affected each of them.
2. The students suggest how the misbehaving student can change his/her behavior.
3. The misbehaving student is also given an opportunity to explain how the behaviors of other students interfere with him/her.
4. The group comes to a consensus regarding several alternative plans and ideas that might be implemented.
5. The misbehaving student selects one of the plans and develops a contract which includes a committment of improved behavior.
6. The class determines the best method for monitoring the student's behavior and follow-up procedures.

Group problems can also be solved through the use of group dynamics rather than using corporal punishment. For example, such group problems as the following, which frequently lead to corporal punishment, might be solved through the use of group process:

1. How to reduce the noise level in the classroom and/or halls.
2. How to stop name calling and cursing among students
3. How to get the class to begin work immediately after recess and noon periods.
4. How to reduce tardiness and absenteeism.
5. How to reduce vandalism.

The following problem solving process is suggested for group problems:

1. Clarify the problem.
2. Brainstorm: Students generate as many solutions to the problems as possible. During this period, none of the ideas are evaluated. Evaluation tends to cut off or stop the generation of solutions to problems.
3. Evaluation of each solution generated. Inadequate or unrealistic solutions are disregarded.
4. A consensus is determined regarding two or three of the best solutions to the problem.
5. Implementation of the solution. Students come to a decision regarding what will be done, and who will do what, when and how.
6. Plan for the re-evaluation of the solution finally selected for implementation.

Some of the vehicles which can be employed in the use of group process in the classroom include:

1. Task exercises
2. Lecturettes
3. Simulated problem situations
4. Role playing
5. Group discussions
6. Expressive and creative activities
7. Audiovisual aids

SOME TECHNIQUES WHICH MIGHT BE USED IN GROUP PROCESS IN THE CLASSROOM

1. Forming smaller groups:

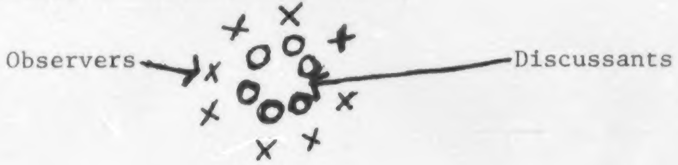
Many activities are best implemented in small group settings of two, three or four students. For example, each student might select another student and begin communicating. Each dyad might be asked to select another dyad and form a quartet and continue some facet of the discussion. Conclusions are presented to the total group.

2. Process Observer:

When triads and/or quartets have been formed to work on a task, one student might be selected to act as an observer in each group. The observer will be responsible for reporting the success and difficulties in the process of the group's work to the class.

3. Fishbowl:

The entire classroom might be divided into small groups of six or eight members. Two groups work together. One group of students sit in the center of the fishbowl to discuss an issue or topic, or undertake a exercise or task. The other group forms a circle outside the group and serve as observers, as demonstrated below,



4. Lecturettes:

The teacher, or some other person with the necessary knowledge, can share this information with students in short lectures (5 to 10 minutes). Afterwards, the student might form small groups to discuss and react to the information presented.

5. Role-playing:

A student might be asked to step outside his/her accustomed role and usual pattern of behavior in exchange for the role and patterns of another person. The student attempts to the best of his/her knowledge and abilities to talk, behave, and feel like the other person.

6. Positive Statements:

The students sit in a circle. Each student approaches each of the other students in a warm, friendly and understanding manner, expressing something that he/she genuinely likes about the other person. The student to whom the statements are directed, may or may not respond.

7. Projecting:

Students might sit in a circle, or they may form dyads. Each student tells other students how he/she perceives him/her. The other student might choose to correct him/her if he/she has made a mistake or misinterpretation.

8. Listening Exercise:

The members form triads, and comfortably sit together, designating themselves A, B, and C. The person designated as A discusses the topic, while person B listens, and person C serves as the referee. The discussion related to the topic is unstructured, except that before each person speaks he/she has to summarize what the last speaker has stated in his/her own words. Note taking and interrupting are not allowed.

9. Progression:

Members of the group are divided into dyads. The partners face one another and share feelings about each other or about a particular topic. After a short period of time, they turn around and sit back to back and continue sharing their ideas verbally. After an additional two or three minutes, they sit face to face again and continue to communicate, but this time without words. A discussion follows.

10. Mirroring:

The groups form dyads and sit or stand with partners facing each other. They may take turns moving, expressively, with one person becoming the mirror image of the other person's bodily movements. A variant of this exercise might be tried with one partner closing his/her eyes and attempting to mirror the slow hand movements of the other. Roles are reversed and repeated. Discuss.

11. Hand-talk:

Students form dyads facing each other, with eyes closed. They take turns attempting to communicate nonverbally the feelings named, such as: hate, anger, joy, friendliness, frustration, happiness, etc. Discussion should follow the exercise.

12. Values:

Students are asked to list those things that they value, love to do, hate to do, would fight for, etc. Discussion should follow the exercise.

13. Magic Circle:

Students sitting in the "magic circle" are given an opportunity to discuss their positive and negative feelings, thoughts, behaviors, dreams, fears, etc. Some topics that might be discussed are: "What I am afraid of." "Things I do that make me feel good!"Something you can do to make others feel good, bad, sad, happy, etc."

14. Group Interview:

A student volunteers to be interviewed. Other students ask pertinent questions about his/her family, hobbies, likes and dislikes, values, abilities etc. The interviewee controls the situation by recognizing the interviewers as he/she chooses, and by not answering a question that is too personal, untimely or inappropriate. The interviewee may also ask the interviewer his/her purpose in asking a question before he/she chooses to answer. Questions which are embarrassing, harmful, destructive, or which devalue the interviewee are prohibited.

EXAMPLES OF TASKS THAT MIGHT BE USED IN GROUP PROCESS IN THE CLASSROOM:

I. Some Aids In Discovering Who You Are

II. Getting To Know Others Better

III. Getting To Know Self and Others Better

IV. Attitudes

V. Who Understands Me?

VI. How Do You Relate With Others?

VII. What Are Your Perceptions Of Others?

IIX. First Impressions

IX. Read The Following Story To Your Students:

A FUZZY TALE

EXAMPLES OF TASKS THAT MIGHT BE USED IN GROUP PROCESS IN THE CLASSROOM

I. Some Aids In Discovering Who You Are

Objectives:

1. To help student think about his feelings, concerns and values.

2. To share these feelings, concerns, and values with others in the group.

Instruction:

1. Each participant is to describe to the group what his name means to him. He might tell where his name came from; from whom he/she was named and why; whether or not he likes his name: would he/she like to change it, and if so to what name.

2. Tell the group in one word who you are. Go around the circle several times allowing each student to state one word each time which tells the other student something about him/herself. When it becomes too difficult to think of responses quickly, the group can discuss why they said what they did.

3. Share with the group who you would like to be from history, the present, or a character from a play or book. Discuss.

4. Give a one minute talk about yourself.

5. Complete each of the following sentence items orally with members of your group.

1. In a group I am ________________________.
2. I like to ________________________.
3. One thing I like about myself is ________________.
4. One thing I can do well is ________________.
5. Other people say I am ________________.
6. With my teacher I am ________________.
7. I get angry when ________________________.
8. I am happiest when ________________________.
9. I don't like to ________________________.
10. I get real pleasure from being a part of a group when __________.

Discuss each item above.

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II. Getting To Know Others Better

Objectives:

1. To help students really get to know other students better by learning something more than the name, address, school etc.

2. To explore the feelings and attitudes students might have about themselves and others.

Instructions:

Have the students complete such sentences as the following either orally or written:

1. I feel good about myself when others ______________________________.
2. I feel bad about myself when other students ______________________.
3. I feel good (bad) about myself when the teacher (mother, father, sister, friend) ____.
4. My greatest strengths are _______________________________________.
5. I like to ____.
6. My greatest weaknesses are ______________________________________.
7. I hate to ____.
8. I care most about ____.
9. I get mad (angry, happy, sad) when people _______________________.
10. A friend (enemy) is a person who ________________________________.

Development:

Break into groups of five or six. Discuss, in turn, each sentence and the answer given.

Notes:

III. Getting To Know Self and Others Better

Objective:

To develop a greater sensitivity to your own feelings and the feelings of others.

Instructions:

Complete the following sentences, orally or written. If the sentences are written, you might have the students try to guess which student had written each metaphor: Divide into small groups and discuss.
(Examples of metaphors: I feel best when I am a race car).

1. I feel best when I am a ______________________________.
2. I feel worst when I am a ______________________________.
3. I like myself when I am a ______________________________.
4. I hate myself when I am a ______________________________.
5. When I am angry, I am a ______________________________.
6. When I am happy, I am a ______________________________.

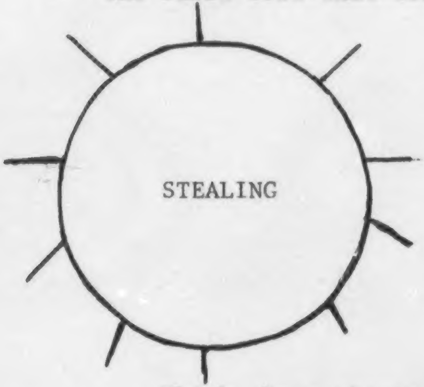
Development:

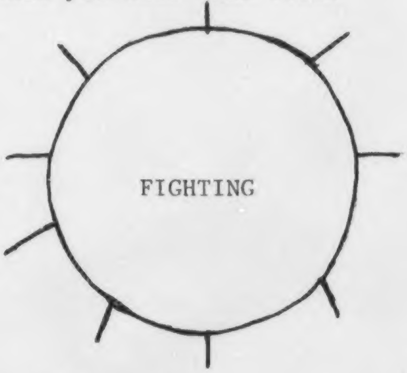
Divide into small groups. Discuss what people said and did to let you know them better. Why? If you guessed who had written each metaphor, how accurate were your choices? Why did some students find it easier to recognize some students rather than others? Do you feel that you know others in the group better? Do you feel any more at ease with your classmates and your teacher? Discuss and explain.

Notes:

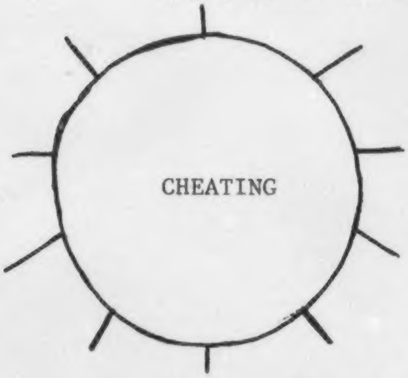
IV. Attitudes

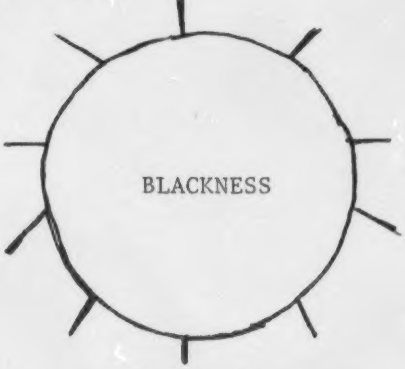
Let's talk about our attitudes, feelings and beliefs about certain concepts. Think about the words in the circles. Write the first word that comes to your mind when you hear this word.





Think about the reason why you wrote what you did.





Find two friends. Talk about the reason you selected the words which you have written down. Do you feel strongly about your selection? Why? What reasons did each of the others give for their selection? Did you find it hard to listen?

V. Who Understands Me

Rationale

We all need to feel that someone understands and appreciates us. It is also important that we try to understand and appreciate others, especially those whom we understand least well. Many times they are the people who need understanding and appreciation the most.

Instructions

Complete the work sheet. Fold and give to the leader. He will read the paired responses of each member without identifying.

Steps: First, copy the paired responses on the grid. Secondly, as a group, try to guess which member made each of the paired responses. Discuss your reasons. Try to come to agreement as to the author of each paired response. Thirdly, identify and discuss.

Work Sheet

Complete the following sentence stems with a name of a group member. Do not sign your name or reveal to other group members. Fold and give to the leader.

In the group I am understood best by ________________________.

In the group I am understood least by ________________________.

Classroom Development

Break into groups of eight to twelve. Provide each member with a work sheet and grid. Read the instructions. Collect the completed work sheets and read the paired responses to the groups. Length of exercise: 45 minutes. Allow 10 minutes for discussion questions.

Note: The exercise may be reversed using the sentences, "Who in the group do I understand best?" and "Who in the group do I understand least?"

Discussion Questions

Were you surprised by any of the responses? Compare the people named most frequently as understanding best with people named most frequently as understanding others least.

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VI. How Do You Relate With Others

Objectives

To introduce group members to some of the basic concepts involved in effective relating with others.

To provide group members with information about others' perceptions of their helpful and unhelpful relating.

Instructions

1. Divide your group into two groups of equal size--A and B. Group A discusses for 15 minutes their ideas of helpful and unhelpful relating. As they talk, they are to act as living examples of their point of view.
2. Members of group B are to choose a partner in group A to observe. As the discussion proceeds, note specific instances of helpful and unhelpful relating by marking the work sheet scales,
3. After the 15 minute discussion period, the groups reverse roles--Group A observes group B, using the same ten scales for 15 minutes. Keep the same partners.
4. After both groups have been observed, the partners from A and B are to get together and discuss specific instances of helpful and unhelpful relating as suggested by the ten scales. Continue until all partners finish discussing.
5. Repeat steps 1 through 4 using a second set of scales which the group develops. You may wish to choose a new partner.

Discussion Questions

Does the way others perceive you mean that this is the way you really are? What effects do people who constantly justify their behavior have on others?

Classroom Development

Break into groups of 10 or 12 members. Read instructions. Provide each member with a work sheet. Length of exercise: variable.

Work Sheet

Note the degree of helpful relating by placing the individual's initials appropriately somewhere between the two extremes of the continuum which corresponds with the behavior. Frequency may be noted by placing the initials on the scales as many times as the individual responds with corresponding behavior.

CONTINUUM OF EFFECTIVE RELATING

WHERE DO YOU RATE?

1.	Attentive	1	2	3	4	5	Inattentive
2.	Helpful	1	2	3	4	5	Non-Helpful
3.	Caring	1	2	3	4	5	Non-Caring
4.	Aggressive	1	2	3	4	5	Non-Aggressive
5.	Open	1	2	3	4	5	Closed
6.	Confront Others	1	2	3	4	5	Non-Confronting
7.	Listener	1	2	3	4	5	Non-Listener
8.	Accepting Of Others	1	2	3	4	5	Non-Accepting Of Others
9.	Assertive	1	2	3	4	5	Non-Assertive
10.	Aware	1	2	3	4	5	Non-Aware

Mildred Anderson '82

VII. What Are Your Perceptions Of Others

Rationale

Most of us want to know how others see us. When people pick out gifts which they think we like, they are really telling us how they see us. When you get in bull sessions, sometimes it is fun to have people conjecture about our past and future. They are really telling us how they see us.

Instructions

Activity 1: Think about each member of your group. What unique gifts could you get them which would make them feel good about themselves? Be creative. React to the gift others gave you. Try to be honest with them. Would the gift really make you feel good about yourself?

Activity 2: Try to picture each member of the group at the age of eight or nine. What kind of person was he/she. Shy? Aggressive? Leader? Follower? It may help to close your eyes and develop a mental image of the person. Share with the group. React to others' descriptions. Were they accurate?

Activity 3: Describe the kind of house you think each member now lives or would like to live in when married. What kind of husband or wife would each member choose? How would they raise their family? What kind of occupation? Hobbies? Entertainment? Share with the group. React to others' perceptions of you. How do you see yourself?

Classroom Development

Introduce via a discussion. "Why is it important to know how others see us? Break into groups of four to eight members. Read instructions for each activity. Length of exercise: 45 minutes. An additional 10 or 15 minutes may be used to compare groups and answer the discussion and assessment questions.

Discussion Questions:

Do you now see any of the group members differently? Explain.
What causes you to see them differently?

Assessment

What did you learn about yourself?
What did you learn about others?

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VIII. First Impressions

Rationale

First impressions are important in determining whom we will communicate with and to what extent. We cannot possibly get to know immediately each person with whom we come in contact. There is just not enough time. Therefore, we must select those with whom we want to become better acquainted. First impressions play an important part in the selection process. This exercise is designed to further your awareness of the importance of first impressions and help you explore their basis.

Instructions

Each member offers his first impressions to others in the group. Those receiving simply receive, making no comment. When the first impressions have been given, each member is to answer the question, "How accurate were others' impressions of you in terms of the way you see yourself?"

Classroom Development

Introduce with a discussion of the importance of first impressions. Break into groups of five or six. Read instructions. Length of exercise: 15 minutes. Use 20 to 30 minutes for discussion questions.

Discussion Questions

Why is it important for the discrepancy between the way you see yourself and the way others see you not to be too great?

What kinds of things enter into first impressions? Looks? Dress? Mannerism? Behavior?

Which of these things are important in determining your first impression of others? List:

Note: Members who have known each other for some time may find it difficult to recall accurate first impressions. However, the activity and discussion questions may still provide meaningful explorations.

IX. Read The Following Story To Your Students:

A FUZZY TALE

Once upon a time, long long ago, there lived two happy people called Tim and Maggie with two children called John and Lucy. To understand how happy they were,you have to understand how things were in those days. You see, in those days, everyone was given at birth a small, Fuzzy bag. Anytime a person reached into this bag he was able to pull out a Warm Fuzzy. Warm Fuzzies were very much in demand because whenever somebody was given a Warm Fuzzy it made him fell warm and fuzzy all over. People who didn't get Warm Fuzzies regularly were in danger of developing a sickness in their back which caused them to shrivel up and die.

In those days it was very easy to get Warm Fuzzies. Anytime that somebody felt like it, he might walk up to you and say, "I'd like to have a Warm Fuzzy." You would then reach into your bag and pull out a "Warm Fuzzy" the size of a little girl's hand. As soon as the Fuzzy saw the light of day it would smile and blossom into a large shaggy, Warm Fuzzy. You would then lay it on the person's shoulder, or head or lap and it would snuggle up and melt right into their skin and make them feel good all over. People were always asking each other for Warm Fuzzies, and since they were always given freely, getting them was never a problem. There were always plenty to go around and as a consequence everyone was happy and felt warm and fuzzy most of the time.

One day a bad witch became angry because everyone was so happy and no one was buying her potions and salves. This witch was very clever and she devised a very wicked plan. One beautiful morning she crept up to Tim while Maggie was playing with their daughter and whispered in his ear, "See here, Tim, look at all the Fuzzies that Maggie is giving to Lucy. You know, if she keeps it up, eventually she is going to run out and then there won't be any left for you."

Tim was astonished. He turned to the witch and said, " Do you mean to tell me that there isn't a Warm Fuzzy in our bag every time we reach into it?" And the witch said," No, absolutely not, and once you run out, that's it. You don't have any more." With this she flew away on her broom, laughing and cackling hysterically. Tim took this to heart and began to notice every time Maggie gave up a Warm Fuzzy to somebody else. Eventually he got very worried and upset because he liked Maggie's Warm Fuzzies very much and did not want to give them up. He certainly did not think that it was right for Maggie to be spending all of her Warm Fuzzies on the children and on other people. He began to complain every time he saw Maggie give a Warm Fuzzie to somebody else, and because Maggie liked him very much, she stopped giving a Warm Fuzzie to other people as often as before and reserved them for him.

The children began to watch this and soon began to get the idea that it was wrong to give up Warm Fuzzies every time you were asked or felt like it. They too became very careful. They would watch their parents closely and whenever they felt that one of their parents was giving up too many Fuzzies to other people, they began to object. They began to feel worried whenever they gave away too many Warm Fuzzies. Even though they found a Warm Fuzzie every time they reached into their bag, they reached in less and less and became more and more stingy. Soon people began to notice the lack of Warm Fuzzies, and they began to feel less and less fuzzy. They began to shrivel up and occasionally, people would die from lack of Warm Fuzzies. More and more people went to the witch to buy her potions and salves even though they didn't seem to work.

Well, the situation was getting very serious indeed. The bad witch who had been watching all of this didn't really want the people to die so she devised a new plan. She gave everyone a bag that was very similar to the Fuzzie bag except that this bag was cold while the Fuzzie Bag was warm. Inside the witch's bag were cold pricklies. These Cold Pricklies did not make people feel warm and fuzzie, but made them feel cold and prickly instead. But, they did prevent people's backs from shriveling up.

So from then on every time somebody said, "I want a Warm Fuzzie," people who were worried about depleting their supply would say, "I can't give you a Warm Fuzzie, but, would you like a Cold Prickly?" Sometimes, two people would walk up to each other thinking they could get a Warm Fuzzie, but one or the other would change his mind and they would wind up giving each other a Cold Prickly. So, the end result is, that while very few people were dying, a lot of people were still unhappy and feeling very cold and prickly.

The situation got very complicated because, since the coming of the witch, there were less and less Warm Fuzzies around, so Warm Fuzzies, which used to be thought to be as free as air, became extremely valuable. This caused people to do all sorts of things to obtain them. Before the witch appeared, the people used to get in groups of three or four or five, never caring too much who was giving Warm Fuzzies to whom. After the coming of the witch, people began to pair off and to reserve all their Warm Fuzzies for each other exclusively. If ever one of the two persons forgot himself and gave a Warm Fuzzie to someone else, he would immediately feel guilty about it because he knew that his partner would probably resent the loss of a Warm Fuzzie. People who could not find a generous partner had to buy their Warm Fuzzies and had to work long hours to earn the money. Another thing that had happened was that some people would take Cold Pricklies - which were limitless and freely available - coat them white and fluffy and pass them on as Warm Fuzzies. These counterfeit Warm Fuzzies were really Plastic Fuzzies, and they caused additional difficulties. For instance, two people would get together and freely exchange Plastic Fuzzies, which presumably would make them feel good, but they came away feeling bad instead. Since they thought that they had been exchanging Warm Fuzzies, people grew very confussed about this, never realizing that their Cold Prickly feelings were the result of the fact that they had been given Plastic Fuzzies.

So the situation was very, very dismal and it all started because of the coming of the witch who made people believe that some day, when least expected, they might reach into their Warm Fuzzie Bag and find no more.

Not long ago a young woman with big hips born under the sign of Aquarius came to this unhappy land. She had not heard about the bad witch and was not worried about running out of Warm Fuzzies. She gave them out freely, even when not asked. They called her the Hip Woman and disapproved of her because she gave the children the idea that they should not worry about running out of Warm Fuzzies. The children liked her very much because they felt very good around her and they to began to give out Warm Fuzzies whenever they felt like it. The grown-ups became concerned and decided to pass a law to protect the children from depleting their supplies of Warm Fuzzies. The law made it a criminal offense to give out Warm Fuzzies in a wreckless manner. The children however, seemed not to care, and in spite of the new law, they continued to give each other Warm Fuzzies whenever they felt like it and always when asked. Because there were many children, almost as many as grown-ups, it began to look as if maybe they would have their way.

As of now it is hard to say what will happen. Will the grown-up forces of law and order stop the wrecklessness of the children? Are the grown-ups going to join with the Hip Woman and the children in taking a chance that there will always be as many Warm Fuzzies as needed? Will they remember the days their children are trying to bring back when Warm Fuzzies were abundant because people gave them away freely?

Discuss the meaning of the story with students.

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SECTION 12

WORKING WITH INDIVIDUAL STUDENTS

WORKING WITH INDIVIDUAL STUDENTS WHO MANIFEST DISCIPLINE PROBLEMS WHICH IN THE PAST MIGHT HAVE LED TO CORPORAL PUNISHMENT

Since corporal punishment is no longer one of the options which school personnel can select to use in the disciplining of students in the St. Louis Public School System, additional alternatives are presented here for use with individual students who are experiencing disciplinary problems.

Ten behaviors which are frequently observed in the educational setting, and for which students have been punished, in the past, with corporal punishment are listed below:

1. The Argumentative Student
2. Fighting And Other Aggressive Behaviors
3. "Bullying" Behavior
4. Cursing and/or Use of Profanity
5. Destruction of Property
6. Excessive and Unnecessary Talking
7. Lying
8. Obscene Gestures
9. Spitting
10. Stealing

We recognize that there are many other types of behaviors which could have been included. It is suggested that school personnel form teams in each school to address such problems.

Notes: Detail other consequences that might be used as alternatives to corporal punishment for aggressive behaviors.

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I. The Argumentative Student:

A. Reasons For The Problem:

Some students have learned that they can get their own way when they argue with adults and with other students. Other students have learned that being argumentative is one way of assuring that they receive attention.

B. Objectives:

To decrease the argumentative interactions which the student has with other persons; and to increase the student's appropriate interactions with others.

C. Strategies:

1. Identify what constitutes argumentative student behavior.

2. Clearly explain to the student what constitutes argumentative behavior with students and other adults. Make sure that all students know exactly what you mean by argumentative behavior.

3. Determine what will serve as a consequence for argumentative behavior. For example:

   a. When a student argues with other students, or adults, he/she should be ignored.

   b. If arguing continues the student should have to spend a designated amount of time in the "time out" space. Explain to the student that he/she has to be isolated from others when he/she argues.

4. Always give the student positive feedback when he/she does not engage in argumentative behavior.

II. FIGHTING AND OTHER AGGRESSIVE BEHAVIORS:

A. Reasons For The Problem:

Students usually learn to fight in order to receive attention from others. Teachers tend to spend undue time attempting to find out how and why the fight began. Thus, all persons involved receive a great deal of attention and feedback regarding aggressive behavior, which tends to reinforce such behavior.

Many students come to school with a 'chip' on their shoulders. Some students have values which dictate they should fight whenever they perceive others as violating their psychological and/or physical space.

B. Objectives:

To decrease fighting and other aggressive behaviors.

C. Strategies:

1. Define aggressive behavior for students. Let students clearly understand that fighting behavior will not be tolerated. Also, explain to students that all persons involved in the fight will have to suffer the consequences.

2. Clearly outline the consequences for students who fight. For example:

   a. Students who fight should be required to "owe time" in the detention room. The amount of time should be clearly specified.

   b. If fighting behavior continues the parents should be notified of the student's behavior and a conference requested. If such behaviors occur at home as well as at school, the parents and school personnel should determine together consequences which will follow aggressive behaviors in order to eventually terminate them. The same consequences should be implemented at home as well as at school.

   c. If fighting occurs in the classroom both students should be placed in the "time out" space for a designated period of time. Students should be required to complete all work missed while they are isolated from their peers.

D. All school personnel should determine together what consequences will follow aggressive behaviors on the playground and in the lunchroom. These consequences should be consistently applied to all persons involved by those persons who are monitoring the situation.

E. Students who are frequently engaged in fighting and/or other aggressive behaviors should be complimented as such behaviors decrease.

Notes: Detail other consequences which might be used as alternatives to corporal punishment for aggressive behavior.

III. BULLYING BEHAVIOR

A. Reasons For The Behavior:

Students frequently behave like a bully when they have learned that they can get away with such behavior. When other students act afraid, they feel that they are in control of the situation, and consider themselves to be "the boss." Usually such students feel extremely insecure, and in need of manifesting behavior which proves that they are in control, and have power over others.

B. Objective:

Bullying behavior will decrease. Such behaviors will be replaced by more appropriate, socialized behavior.

C. Strategies:

1. Increase the situations in which the student can feel positive about him/herself; and during which the student can experience positive interactions with others. Try to increase the student's self-esteem whenever possible.

2. Make sure that all students understand the meaning of "bullying" behaviors. Use role playing to help students understand and recognize "bullying" behaviors.

3. Institute the consequences developed for fighting whenever a student is found guilty of bullying another student.

4. Reinforce the " bully " when he/she manifests appropriate social behaviors.

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IV. CURSING AND USE OF PROFANITY:

A. Reasons For The Problem:

A student who uses "bad" language may be doing so for one or more of the following reasons:

1. The student has learned the behavior from a family member, or a person he/she admires.
2. The student has learned that cursing forces others to pay attention to him/her.
3. Others over-react to his/her behavior and respond in shock and/or surprise.
4. As risk - taking behaviors.
5. To be punished.
6. In order to appear tough or "bad."

B. Objective:

To decrease the amount of cursing on the part of the student.

C. Strategies:

1. Determine with the class what types of words will be classified as profanity.
2. Determine with the class the consequences for cursing behavior.
3. Have the student spend time in the "time out" space in your classroom each time profanity is used.
4. Have the student "owe time" in the detention class or at the recess period if the use of profanity continues.
5. Determine with the parent what consequences can be used in both the home and the school if the cursing behavior continues.

V. DESTRUCTION OF THE PROPERTY OF OTHERS

A. Reasons For The Problem:

The student might destroy another person's property as a result of:

1. Anger, hostility or frustration which leads to the deliberate destruction of another person's property.
2. An accident, carelessness, or unfortunate incident.
3. Poor self-esteem. If a student does not feel good about him/herself, he/she is unlikely to feel good about other persons or their property.

B. Objective:

To help the student repair or replace the damaged property; or in some means to make amends for the destruction.

C. Strategies:

1. Discuss with the student the destruction of the property; and develop with the student a plan for paying for, or replacing the item.
2. If the item can be repaired, require that the student who broke the item, repair it, and return the item to the owner.
3. Develop a situation in which the student can feel success; and develop a high level of self-esteem; and feeling of confidence.
4. If destruction of property of others continues, obtain the services of the counselor and/or the school psychologist.

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VI. EXCESSIVE AND UNNECESSARY TALKING:

A. Reasons For The Problem:

Excessive and unnecessary talking in the classroom, classroom lines, halls or in other places in which talking should not occur can be extremely distracting and disturbing to the teacher. Such behavior cannot be tolerated under circumstances in which teachers are attempting to teach; and students are trying to learn.

Different students might have different reasons for manifesting this type of behaviors such as:

1. Need for attention from the teacher and/or the other students.
2. Previous reinforcement from thestudents and others for such behaviors.
3. Lack of understanding of the classroom work that has to be done; which causes the student to seek help from the other students.
4. Boredom. The student has nothing better to do.
5. Too much classroom time allocated for independent work; when the student is supposed to work quietly on a particular task.
6. The teacher has not set a reasonable consequences for excessive and unnecessary talking.
7. The student does not understand what the consequences are for excessive and unnecessary talking.

B. Objective:

To decrease excessive and unnecessary talking in the educational setting.

Strategies:

1. Inform students that you will only answer questions and.or respond to students who raise their hands, and are acknowledged. Ignore students who blurt out answers. Be sure to compliment and recognize students who raise their hands, and who wait for you to recognize them before speaking.
2. Determine what you mean by excessive and unnecessary talking. Clearly explain these concepts to the students; and the rules regarding excessive talking.

3. Decide upon a "time out" space in your classroom that could be used as punishment for excessive talking. Consistently place students in such a "time out" space for a designated period of time whenever they violate the rules regarding excessive and unnecessary talking.

4. Establish a signal that will alert individual students that they are talking unnecessarily. Refrain from talking too much, and/or scolding. Such behaviors on the teacher's part tend to provide the student with the attention he/she is seeking, and to reinforce unnecessary talking.

5. Develop a set of consequences that can be used if the student continues to disrupt the classroom by talking excessively, for example:
   a. Warning for the first offense.
   b. For the second offense place the students name on the board.
   c. For the third offense, the child must spend a designated amount of time in the "time out" space. Whan a student is in the time out space, he/she must be ignored by all other students.

Notes: What other consequences can be developed to decrease unnecessary and/or excessive talking?

VII. LYING

A. Reasons For The Problem:

Children lie for many reasons, such as:

1. To gain attention from others.
2. Strong feelings of insecurity and low self-esteem.
3. To cover up actual misdeeds.
4. Fear of punishment.
5. To escape doing something that he/she does not want to do, or does not feel capable of doing.
6. To make up for a perceived weakness in a particular area; and/or to compensate for some area of inferiority.
7. To make him/herself look better than he/she really is.

B. Objective:

To help the student cease his/her lying behavior, and to increase feelings of self-esteem ans security.

C. Strategies:

1. Spend time talking to the student, and his/her parents; and observe the student in order to understand why he/she is lying. Let the student know that you understand why he/she is lying without embarrasing the child.
2. If the child is lying in order to avoid punishment, try to develop circumstances by which you can control his/her behavior through positive reinforcement.
3. If the child is lying in order to gain attention, demonstrate through your own behavior that you will pay attention to him/her when he/she is not lying.
4. Develop as many opportunities as possible to give the child an opportunity to develop feelings of self confidence and security. Provide a curriculum which will allow the child to experience success.

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5. Provide positive reinforcement when the child has successfully accomplished a task as often as possible.

6. Do not over-react to lying behavior. Try not to pass judgement, or reinforce such behavior by providing too much attention.

7. If the student's lying continues, try to secure the help of a counselor or psychologist in helping the student work through his/her problems.

Notes: What other consequences can you develop for helping the child decrease his/her level of lying?

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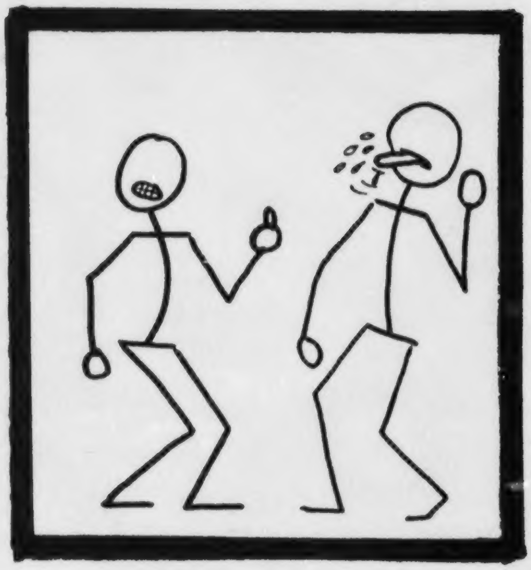
VIII. OBSCENE GESTURES:

A. Reasons For The Problem:



Many students engage in making obscene gestures because it enhances their image as a "tough" and/or "grown up" individual. Some students engage in such behaviors in order to obtain attention from other persons, either adults or students. Other students engage in such behaviors because they have learned that making obscene gestures tend to upset people. Such students thrive on the "power" they perceive themselves as having in order to bring about this reaction from others.

B. Objective:

To help students learn to perceive obscene gesturing as a immature and offensive behavior. Once students develop such perceptions, the behavior will decrease.

C. Strategies:

1. Determine consequences for those students who are observed making obscene gestures. The consequences for such behavior should be clearly explained to all students so that it will be less likely that such behaviors will occur as frequently.

2. Such consequences could include:

   a. Spending a designated amount of time in the "time out" space.

   b. "Owing time" in the detention room; or during the recess period, or "free time" period.

3. Spend time during a discussion period explaining to students why they should not engage in making obscene gestures; i.e.:

   a. such behaviors are offensive to others.

   b. such behaviors are immature.

   c. such behaviors usually do not accomplish the desired goal, i.e. to resolve the conflict.

4. Help students to understand why they should not pay too much attention to a person who makes obscene gestures. Such attention tends to reinforce the behavior, because this is what the person who is making the gesture actually wants.

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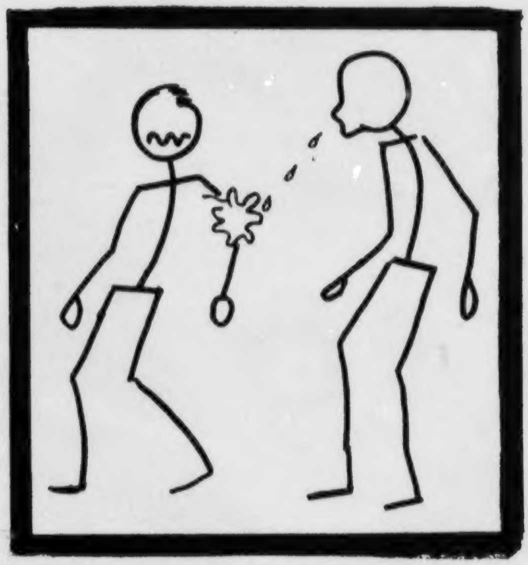
IX. SPITTING:

Both school personnel and the student must learn to consider spitting as essentially an act of physical violence perpetuated by one person against another person. Such behavior can not be tolerated in the school setting.



A. Reasons For The Behavior:

Frequently, the student who spitts on the floor, or ground; or on another student, is copying a behavior of a person he/she admires and wants to emulate. He/she might feel that spitting makes him/her appear more "tough". In addition, the student might have learned that he/she can get a lot of attention from others from spitting.

B. Objective:

To stop the student from spitting when in or around the school setting.

C, Strategies:

1. School personnel should develop consequences for the spitting behavior by the student in the school setting. For example:

   a. Each time the student spits, he/she should be required to clean up the mess, and the surrounding area. The student should not be allowed to return to his/her normal activities until the area has been cleaned up.

   b. If the student spits on another student, he/she should be required to apologize and to write a paragraph regarding why it is unsanitary to spitt; in addition to cleaning up the mess.

   c. If the spitting behavior continues, the student should be isolated from his/her peers for a designated period of time in addition to the requirement that he/she clean up the mess.

   d. The problems relative to spitting, as well as the consequences of exhibiting such behaviors should be clearly discussed with the student. The student should understand that whenever he/she spitts on the school grounds and/or another person, he/she will have to clean up the mess.

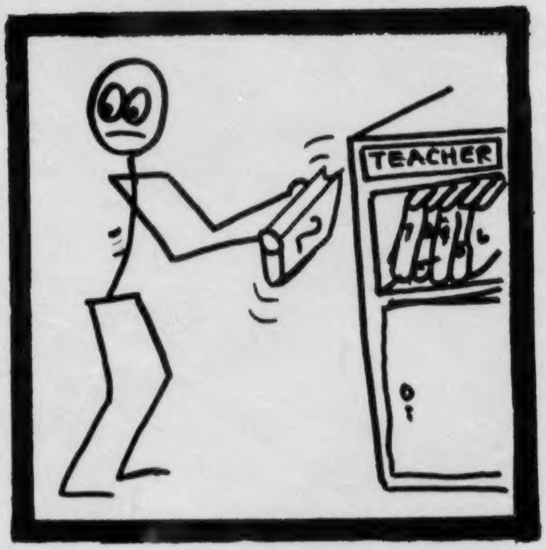
   e. Another conference should be held with the parent to determine if this type behavior is exhibited at home. If it is, then the parent and school personnel should determine together what types of consequences will follow spitting behavior in order to decrease its occurrance.

f. As the spitting behavior decreases, the student should be given positive reinforcement in the form of words of commedation for his/her improved behavior.

Notes: Can you develop other consequences which might be implemented in order to decrease this type of behavior?

X. STEALING:

A. Reasons For The Problem:



Like lying, children steal for many reasons, such as:

1. To gain attention from others
2. As a result of strong feelings of insecurity and low self-esteem.
3. As compensatory behavior.
4. To obtain items that he/she needs.
5. To obtain items that he/she desires.
6. In order to get caught and receive help. A "cry for help".

B. Objective:

To help the student stop stealing and to improve his/her level of self-esteem and level of confidence.

C. Strategies:

1. Try to avoid lecturing or scolding the student who is caught stealing. Refrain from over-reacting.
2. Calmly tell the student to return the item(s) to the owner, or give the item(s) to you to return.
3. Do not allow other students to berate, demean or tease the student for stealing.
4. Reinforce humane treatment by praising those students who do not participate in demeaning or teasing behavior.
5. Try to help the student to find a means of earning money to buy the items that he/she desires rather than stealing.
6. Discuss with the student why stealing is wrong and inappropriate. Emphasize the importance of respecting the property of others.
7. Let the student know that you like him/her, and have confidence in his/her ability to stop stealing.
8. If the student continues to steal try to obtain the services of the counselor or school psychologist to help the student.

YOU CAN STOP THE INAPPROPRIATE BEHAVIOR OF STUDENTS THAT YOU DO NOT WANT TO SEE OCCURING IN THE SCHOOL SETTING

Think of other types of behavior that you do not want to see in the school setting. Write them on the lines below.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

Talk about these behaviors with your team members. Use all of the resources that you have available to determine the reason why students display each behavior. Fill in below.

Reasons For Behavior:

____

____

____

____

____

What can you do to stop such inappropriate behaviors? Use all of the resources that you have available to determine some strategies for terminating unwanted behaviors. List below.

Strategies:

____

____

____

____

SECTION 13

CLASSROOM DISCIPLINE

The following booklet was compiled by Mrs. Doris Reece, presently principal of the Stix School, when she worked with an Office of Staff Development. The material was taken from the book Classroom Discipline by John Dunworth and Emery Stoops. The concepts included are useful in implementing effective classroom management.

ANY RESEMBLANCE TO....CLASSROOM DISCIPLINE BY JOHN DUNWORTH & EMERY STOOPS IS PURELY INTENTIONAL..........

CLASSROOM CONTROL IS A PREREQUISITE TO CLASSROOM LEARNING. YOUNGSTERS WHO ARE WELL DISCIPLINED DIRECT THEIR INTERESTS, EFFORTS AND ABILITIES TOWARDS GREATER ACHIEVEMENT. THOSE WHO ARE NOT DISCIPLINED WELL OFTEN WASTE THEIR OWN INDIVIDUAL OPPORTUNITIES AND MAKE LEARNING DIFFICULT FOR THEIR CLASSMATES. THE SUGGESTIONS IN THIS BOOKLET SHOULD HELP YOU GUIDE YOUNG PEOPLE INTO CONSTRUCTIVE ACHIEVEMENT AND SELF DISCIPLINE.

TRY IT....................................YOU'LL LIKE IT.................

Begin your class promptly.

BE PROMPT

No plan is perfect. Have alternate plans and materials to fill unexpected gaps. Plan so that all students will have enough interesting work for the period in question.

BE PREPARED

Or at any rate, don't be obvious about it! Give praise to each. Spread responsibility. Give each a chance to gain recognition in a good way. Youngsters will usually accept individual differences that are always present in a class. They will respect your "special" handling of behavior--but only, if you apply "special" handling to the behavior of all children. As you know, children are different. They cannot be treated alike........

NO PETS, PLEASE

When your students have started working on a project, avoid interrupting them. Unnecessary interruptions create distractions.

AVOID INTERRUPTIONS

If behavior is considered unacceptable one day this same behavior must be unacceptable everyday. Do not let it depend upon your mood. Some days are more or perhaps less accepting. But pity the poor child who doesn't know your mood!

BE CONSISTENT

Don't try to win children's acceptance, approval, etc., by compromising on the things they know to be established standards. Be flexible, for a purpose, but not to "win votes."

NO POLITICS

If a parent conference seems advisable arrange one as soon as possible. Don't let disciplinary problems drag out. See what needs to be done and take the necessary action.

DON'T DELAY

Frequently the behavior problem in your room is a child seeking attention. Keep away from punishments that push him further out of the group. "You can't sit with us until you know how to act properly," or "No recess for you today" tends in the long run, to force this child to be a greater show off than ever. Try to find his good points and focus on those......Talk with him. Have friendly conversations, but don't moralize....Help him to achieve.

STRONG POINTS

Learn to listen. Walk around the yard, when on duty. Talk to youngsters and listen to them. You can learn much about your students from these chats. Be sure to listen to their side of any troublesome situation. They will respect you for their right to be heard.

LISTEN

Have a routine in all classroom procedures. Routine gives youngsters security and establishes procedents and policies. If there is an established way of sharpening pencils, asking questions, obtaining paper, collecting assignments, etc., decisions do not constantly have to be made which take the teachers time from the primary business of teaching. Routine minimizes arguments between youngsters which contribute so much to poor control situations.

HAVE A ROUTINE

Have a wide range of attention, and see everything---but don't look too hard at the insignificant. Again be fair, but don't be a bear.

TROUBLE SPOTS

There are no in-between steps from undesirable behavior to good behavior. A child may stop hitting with fists, but may bully with words. You're making progress.

IT TAKES TIME

Words mean little to children, they hear so many. Give them the security of knowing exactly where they stand. Certain behavior----certain results. There is no need to talk about it.

DON'T THREATEN

Accept behavior for what it is and what it is trying to achieve,

Attention
Affection
The expression of fear
The expression of resentment
The expression of insecurity
Etc., etc.

Try to fill this need in another way so that a youngster will not have to use unacceptable behavior to gain his ends.

RECOGNIZE BEHAVIOR

If you are merely enforcing a school rule, there is no place for en argument. Be sure youngsters know the rules.

DON'T ARGUE

Know your parents and Know your community. This is one important key to the way youngsters react in the classroom. It cannot be emphasized too much!

KNOW THE PARENTS

Think through your daily curricular experiences for youngsters. Are they geared in the interests and abilities of the pupils in your class?

KNOW HOW THEY LEARN

Try not to take unacceptable behavior as a personal affront. The behavior is not really directed at you. You may be the recipient, but to the child you represent the authority against which he feels he must fight. Reject the behavior, but not the child.

REJECT THE BEHAVIOR

Be sure you are not just imposing your own standards. Give children help in knowing what to do as well as what not to do!

ROOM STANDARDS

Insist that everything be kept in its proper place. This helps to eliminate confusion.

HAVE A PLACE

Ridicule means to tear down the real worth of an individual in both his own eyes and in the eyes of his peers.

DON'T RIDICULE

Give children the opportunity to "Save Face" when they are in a tight spot.

SAVE FACE

Give sincere praise. See to it that every child has some success each day. The opportunities are limitless.

BE POSITIVE AND . . . . .

Sometimes we hear "We've tried everything with that boy--nothing works." Don't always believe it. Punishment may not have worked. Look for new ways. This is the job of teaching--it is not only facts and figures.

LOOK FOR NEW WAYS

Plan specific rules and behavior for the group for specific occasions such as....

- Assemblies
- Field Trips
- Parties
- Substitute Teachers
- Programs

SPECIFIC OCCASIONS

Follow up your pre-plan for the specific occasion with--"Were you satisfied with your behavior at the assembly today? Could we have done anything differently to make it even better?'

FOLLOW UP

Be sure the members of the class understand what they are to do in class or group lesson. Don't take the obvious for granted. It's not always obvious to children. Check to see if the directions are really clear.........A technique is to ask different members of the group to repeat the instructions.

GIVE DIRECTIONS

Provide for activities which afford the pupil an opportunity to excel in something he can do well. We all desire to be noticed. If a child can not gain recognition in good, he will find another way.

OPPORTUNITIES

If children were able to completely govern themselves, they would no longer be children. Give them ample opportunity to make decisions, but step in with a firm decision when the situation calls for action.

BE FIRM

Don't be afraid to stand your ground if behavior is not acceptable. Children will respect you for this.

STAND YOUR GROUND

When the sun is shining plan ahead for that rainy day. Have a drawer full of sit-down games. Have a drawer full of comic books. Limit the number of students engaged in any one activity. Control the number of students that leave the room to go to the restroom at any one time. No athletic equipment should be used in the room. Games like Scrabble, Clue, Seven-Up, Checkers, Chess, etc., try them.....

PLAN AHEAD

Set the climate of the classroom by the manner in which youngsters come into the room and leave the room.

WHEN THE BELL RINGS

Don't demand that every pupil achieve the same academic standard. Organize your program to have youngsters engaged in work at their own levels of expectancy.

THEY ARE DIFFERENT

Plan your lessons ahead and prepare the necessary materials and equipment before a lesson period begins.

ANTICIPATE

Never let your youngsters forget you are the teacher. Don't try to be one of them!

YOU ARE THE TEACHER

Do not create situations that encourage children to challenge your authority--They may!

DON'T CREATE

Take time to have evaluation and planning periods with your youngsters. This is the heart of constructive control.

PLAN-EVALUATE-PLAN

Recognize that we all have good days and bad days. Be human! Do your best--no one can ask more.

LOOK AT YOURSELF

SECTION 14

SUGGESTED READINGS

Suggested Readings

The Office of Special Student Concerns requested and received an ERIC search on the topic of Corporal Punishment from Ms. Mattie Stanton of Information Support Services. The following suggested reading were considered to be the best informational resources of over 200 books and articles reviewed. Such resources would be helpful to school personnel in developing alternative to corporal punishment.

1. Boonin, Tobyann From a School Board Member: The case against Corporal Punishment In The Public Schools. American School Board Journal, August., 1977, Vol. 164, No. 8, Pages 61-62

   Discipline policies and opinions of members of the Board of Education regarding corporal punishment.

2. Bruening, William H. Corporal Punishment, Journal of Thought, January, 1979; Vol. 14 Pages 45-53

   This paper discusses the lower court decision and the U.S. Supreme Court decision in the case of Ingraham vs. Wright.

3. Carter, Morris; Beckingham, Margaret Two views on Corporal Punishment: 1. A Last Resort; 2. Are There Effective Alternatives? Education Canada, Spring, 1976

   Presents effective alternatives to corporal punishment.

4. Clarizio, Harvey; Some Myths Regarding The Use Of Corporal Punishment In The Schools. Paper presented at the Annual Meeting of the American Education Research Association. Washington, D.C., March 30-April 3, 1975.

5. Clark, Kenneth;Miller,Charles; Point/Counterpoint: Should Corporal Punishment Be Abolished In The Elementary Schools? Instructor, March, 1980, Vol. 89 page 22.

Kenneth Clark asserts that corporal punishment is an anachronism and that it is applied arbitrarilly, and sometimes sadistically, teaching children to use violence to solve problems. Charles Miller replies that both common laws and common sense support the use of corporal punishment, when all other disciplinary approaches have failed.

6. Cryan, John R.; Smith, Jamie C.; The Hick'ry Stick: Its Time To Change The Tune. Phi Delta Kappan, February, 1981. Vol. 62, No. 6, pages 443-435.
Evidence indicates that violence in our classrooms only breeds more violence in and out of the school. Corporal punishment is worst than useless as a deterrent to misbehavior and it must be considered as actively harmful.

7. Davidson, Daniel: Corporal Punishment: Legalized Battery. Educational Forum, November, 1980, Vol. 45, Pages 95 - 105.
Reviews major court cases and assignments for the abolishment of corporal punishment in schools. Discusses psychological reasons given against it and list disciplinary alternatives.

8. Divoky, Diane: The Case Against Corporal Punishment; Updating School Board Policies, Vol. 4, Issue 4, Pages 1-4; April, 1973.
Board Of Education Policies Regarding Corporal Punishment.

9. Dunlop, John; Negotiating Student Discipline Policy; Today's Education, April-May, 1979, Vol. 68, pages 27-30.
Suggestions are made for clarifying school discipline policy through collective bargaining between administrators and teacher association.

10. Eberlein, Larry; The Teacher In The Courtroom: New Role Expectation? Clearing House, February, 1980, Vol. 53 Pages 287-291.
The author explores the growing litigation over student rights in disciplinary cases, noting that the teacher's freedom to use

punishment and behavior modification is being restricted. He presents teachers with some guidelines on classroom management and control in light of these court rulings.

11. Flygare, Thomas J.: Corporal Punishment Is Not Yet Dead As A Constitutional Issue. Phi Delta Kappan, September, 1980, Vol. 62, Pages 53-54.

    Deals with legal material. The case is significant because it goes further than any other earlier decision in describing the outlines of the substantive due process as it applies to school discipline.

12. Garza, Gonzalo: Discipline, Corporal Punishment, and Suspension. April 10, 1976. Paper presented at the Annual Meeting of the National School Boards Association. San Francisco, California.

    Includes information regarding corporal punishment, disciplinary policies, disciplinary problems, and alternatives to corporal punishment and suspension.

13. Gerhard, Victor J. Jr.; Mahoney, John T.: Two Views On Discipline; What Happens When A District Abolishes Corporal Punishment? and Discipline, Disruption and the Dilemma. Journal of the New York State School Boards Association, Inc. July, 1978.

    The manuscript includes information regarding corporal punishment, discipline policies, educational practices and alternatives to suspension.

14. Hapkiewicz, Walter G.: Research On Corporal Punishment Effectiveness: Contributions and Limitations: Paper presented at the Annual Meeting of the American Education Research Association. Washington, D.C. March 31 - April4, 1975.

15. Hyman, Irwin A.: and others: Corporal Punishment and Alternatives In the Schools: An Overview of Theoretical and Practical Issues. Inequality In Education, September, 1978, Pages 5-20.

    The manuscript includes information regarding academic achievement,

corporal punishment, discipline policies, mental health, racial discrimination, school attitudes and social influence.

16. Hyman, Irwin A.: Is The Hickory Stick Out Of Tune? Today's Education, April - May, 1978. Vol. 67, Issues 2, Pages 30-32. Includes a discussion of disciplinary policies and classroom techniques which can be used as alternatives to corporal punishment.

17. Hyman, Irwin A.: Ann Wise, James H.; Corporal Punishment In American Education. Readings in History, Practice, and Alternatives. June 18, 1979, 471 Pages. Temple University Press, Broad of Oxford Streets, Philidelphia, Penn., 19122.

18. It's Time To Hang Up The Hickory Stick: Nation's Schools, November, 1972, Vol. 90, No. 5, Pages 5 - 9.
Describes classroom techniques which can be used as alternatives to corporal punishment.

19. Johnson, Dan: Corporal Communication In Special Education: Journal for Special Educators, Summer, 1981, Vol. 17 No. 4 Pages 352-259. The author distinguishes between corporal punishment and bodily contact or corporal communication in special education. Policies are suggested which make available needed stimulation and negative reinforcement, but guard against abuse.

20. Jones, Johnny L.: Corporal Punishment, Discipline and Cultural Differences and Expectations: Paper presented at the National Urban League Conference On Black Families; A Source of National Strength, Chicago, Illinois, November 3, 1977.
Includes a discussion on the feelings and attitudes of Black persons regarding corporal punishment.

21. Jones, J. William: Discipline Crisis In Schools: The Problem, Cause, and Search for Solutions. Educational U.S.A. Special Report. National School Public Relations Association, Arlington, Virginia, 1973.

22. McDaniel, Thomas R.: Corporal Punishment and Teacher Liability: Questions Teachers Ask: Clearing House, Spetember, 1980, Vol.54 Pgs. 10-13.

The author answers some of the central questions, both legal and pedagogical, relating to the use of corporal punishment by teachers. He presents guidelines on corporal punishment which can reduce the likelihood of liability; but suggest, given the potential for lawsuits, that teachers adopt alternative forms of discipline.

23. McDaniel, Thomas R.: Exploring Alternatives To Punishment: The Keys To Effective Discipline:

Phi Delta Kappan, March, 1980, Vo. 61, Pages 455-458.

Outlines the behavior, the human relations, and the pedagogical models of disciplinary practices that can serve as alternatives to corporal punishment. Argues that increased, society-wide efforts to find and implement alternatives to corporal punishment are called for.

24. Reitman, Alan, and others: Corporal Punishment In The Schools: The Use Of Force In Controlling Student Behavior. ACLU Reports. American Civil Liberties Union, New York, New York, March, 1972.

Page 43.

25. Report On The Task Force On Corporal Punishment. National Education Association. Washington, D.C. 1972, 30 Pages.

26. Resource Handbook On Discipline Codes: National School Resource Network. Washington, D.C. 1980, 279 Pages, Sponsoring Agency; Department of Justice, Washington, D.C.

27. Simpson, Robert J.: Dee, Paul O.; Fifteen Things You Need To Know About Corporal Punishment In Schools.
American School Board Journal, October, 1977, Vol. 164, Issue 10, pages 30-31. Includes information regarding corporal punishment, discipline policy, and guidelines for use with students.

28. Smith, Raymond C.: Discipline, Corporal Punishment and Suspension. Papers presented at the Annual Meeting of the National School Boards Association. Miami Beach, Florida, April, 1975.

29. Welsh, Ralph S.: Delinquency, Corporal Punishment, and the Schools. Crime and Delinquency, July, 1978. Vol. 24, Issue 3, Pages 336-354. Discuss Parent-Child relationships; causes of delinquency, and alternatives to corporal punishment.

30. Welsh, Ralph S.: The Belt Theory Discipline: NJEA Review, October, 1980. Vol. 54 Pages 13-15.
The author concludes from his research that severe parental punishment (the use of a belt or its equivalent) is an almost necessary, if not sufficient, precursor to habitual male delinquency. He outlines his theory on the development of aggresion and suggest 5 ways for schools to counteract violence in the home.

31. Welsh, Ralph S. The Belt Theory of Discipline and Delinquency: Critical Issues Presentation. November 14, 1980, 20 Pages. Papers presented at the Annual Meeting of the New Jersey Education Association, Atlantic City, New Jersey.

32. Woodall, Michael V.: Manual For Improving Student Discipline: Longfield Institute, Milford, Delaware. 1979, 181 Pages.

33. Unks, Gerald: The Front Line: Teaching by Torment:
High School Journal. November, 1980, Vol. 64. No. 2, pgs. 33-35. An editorial against the brutality of corporal punishment.

DESCRIPTION OF THE OFFICE OF SPECIAL STUDENT CONCERNS

The Office of Special Student Concerns is an ESAA funded special project, designed to:

1. Reduce racial isolation in the St. Louis Public School System.
2. Determine the nature and extent of disciplinary actions and procedures used in the St. Louis Public School System.
3. Monitor, review, collect and analyze data regarding student discipline problems; and the disciplinary responses of school personnel to such problems.
4. Develop a computer system for the storage and collection of data regarding student discipline, which would include:
    - a) Cummulative reporting features and a data bank system.
    - b) a "red flag" alerting mechanism which would identify, early in their school career, those students whose behaviors result in frequent disciplinary actions; and thus for whom effective remediation procedures should be developed.
5. Determine whether or not minority students are disappropriately represented relative to disciplinary actions.
6. Develop and implement alternative procedures and programs which tend to reduce excessive adjustment transfers, suspensions, expulsions, corporal punishment, and other punitive disciplinary measures.
7. Develop a uniform code of student rights and responsibilities; and student discipline.
8. Organize advisory committees composed of administrators, parents, teachers and students to assist, support, advise and provide constructive input to the Office of Special Student Concerns.
9. Implement workshops regarding student behaviors and disciplinary actions and procedures; and related issues.

The Office of Special Student Concerns was developed in response to the expressed need of school personnel for assistance with students who, because of their unacceptable behaviors, are given adjustment transfers, suspension, expulsions, corporal punishment, reprimands, referrals and retentions. The inappropriate behaviors of students, and the resulting disciplinary actions of school personnel tend to disrupt the educational process for all students, but particularly, for significant numbers of students involved.

In order to meet the needs of the students and school personnel, the Office of Special Student Concerns has developed two components:

1. Program On Improving Student Discipline
2. Program For The Monitoring Of Disciplinary Actions And Procedures

The implementation of these two components should reduce the number of students having difficulty in the school setting; as well as enhance the growth and development of students in the St. Louis Public School System.

The staff of the Office of Special Student Concerns, Gery Gremmelsbacher, Essie Harrison, Elaine Williams and Lloyd White are available to assist school personnel in developing alternatives to corporal punishment.

Request For In-Service Assistance
(Send by " Pony-Express ")

TO: Dr. Mildred R. Anderson, Director
Special Student Concerns Office
Pruitt Alternative School
1212 North 22nd Street
St. Louis, MO 63106

FROM: ____

RE: ____

Specific Request: ____

Needs:

(1). Workshop on ____

(2). Faculty meeting regarding ____

(3). Additional information regarding ____

(4). Additional Comments ____